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Home economics curricula in some of the leading
colleges and universities in the United States.

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Home Economics Curricula

in Some of the Leading Colleges
and Universities in the United States

Submitted by

Eleanor Sophia Davis

(B. A., Wellesley, 1916)

In partial fulfillment of requirements
for the degree of Master of Education

1934

First Reader: Mr. Herbert Blair, Professor of Education
Second Reader: Mr. G. M. Wilson, Professor of Education

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Thesis

Massachusetts Curriculum
in some of the leading colleges
and universities in the United States

Submitted by

Alexander John Davis

(B. A., Wellesley, 1918)

In partial fulfillment of requirements
for the degree of Master of Education

1922

First Reader, Mr. Herbert Blair, Professor of Education
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Because of the constantly changing conditions in our present-day living, and the urgent need for making home economics a part of the curriculum of the college, in 1932, the National Association of Home Economics, Inc., published a report by G. C. Carmichael, "Home Economics in Higher Education," Journal of Home Economics (vol., 1932) Vol. 24, No. 10, pp. 561-584.

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HOME ECONOMICS CURRICULA
IN SOME OF THE LEADING COLLEGES
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Chapter I

INTRODUCTION

Purpose of the Study

When it was first introduced into the schools, home economics meant, principally, training in the techniques and skills of cooking and sewing. At that time the production of both food and clothing was to a large extent carried on in the home, and this home economics curriculum met a definite though limited need.

However, as the economic and social phases of our mode of living have changed, the content of our home economics curriculum has also changed-- until, at present it is a very varied and complex program. This has been well described by Mr. O. C. Carmichael, President of Alabama College, in an article entitled "Home Economics in Higher Education." Mr. Carmichael says:

"From a consideration of the simple physical needs of the family, food, clothing, and shelter, the home economist has broadened the scope of her interests to include the needs of the home members in all five of the fundamental aspects of life, the physiological, psychological, economic, social, and political."¹

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1.- O. C. Carmichael, "Home Economics in Higher Education,"
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Journal of Home Economics (Oct., 1932) Vol. 8, No. 10, pp. 831-832
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Directors of home economics schools in the higher institutions of learning are primarily concerned with the professional aspects of the subject-- in the preparation of young people to be of greatest service to their communities, in the various fields which home economics touches.

The question, what should be included in a professional home economics curriculum, immediately suggests another question: namely, what is given at the present time?

The purpose of this study has been to answer that last question-- what is being offered in the home economics curricula in some of our leading institutions of higher education?

Fields Covered

Nineteen institutions, each offering at least one four year curriculum in home economics, and granting a baccalaureate degree on fulfillment of specified requirements were selected for the study.

These institutions are:

- 1.- Alabama College
- 2.- Colorado Agricultural College
- 3.- Connecticut College
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- 6.- George Peabody College for Teachers
- 7.- Iowa State College of Agriculture and Mechanical Arts
- 8.- Kansas State College of Agriculture and Applied Science
- 9.- Margaret Morrison Carnegie College
- 10.- Oregon State Agricultural College
- 11.- Simmons College
- 12.- The Woman's College of the University of North Carolina
- 13.- University of California
- 14.- University of Chicago
- 15.- University of Illinois
- 16.- University of Minnesota
- 17.- University of Tennessee
- 18.- University of Texas
- 19.- University of Wisconsin

This choice represents a random sampling of state universities, state colleges, and privately endowed institutions, and covers all sections of the United States.

The points of similarity in the selection are:

- 1.- A four year curriculum in home economics.
- 2.- The baccalaureate degree granted on completion of that program.

The study investigates each of the following points:

- 1.- Requirements for the baccalaureate degree in each institution
- 2.- Range of curricula offered
- 3.- Time of differentiation and specialization
- 4.- Detailed analysis of the following curricula:
 - a. General curriculum in home economics
 - b. Home Economics with major in textiles and clothing
 - c. Household Economics with major in applied art

The analysis is made to discover the following points:

- 1.- Proportion of time spent on:
 - a. Academic subjects
 - b. Scientific subjects
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- 2.- Range and concentration of technical work in each of the major fields

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Other Studies of a Similar Type

Several similar studies of Home Economics curricula have been made in recent years. These are:

- 1.- A comparison of Home Economics Courses in Southern Teachers Colleges. M. E. Johnson.²

This study of nineteen state teachers' colleges--all members of the Southern Association of Colleges and Universities-- consists primarily in an analysis of the home economics courses offered by these colleges, and brings out the great lack of uniformity in the nomenclature, content and sequence. The analysis covers the following points:

- 1.- Names of courses offered
- 2.- Content of courses offered
- 3.- Years in which they are offered
- 4.- Courses required for graduation

The paper also includes a study of the percentage of the total time requirement for graduation that is spent in home economics.

- 2.- Home Economics in Land Grant Colleges. J. K. Krueger.³

This is the report of a study of the bulletins of thirty-nine land grant colleges made to obtain an answer to each of the following questions:

- 1.- What subjects are required of all students in a four year course in home economics?
- 2.- In what year are they given?
- 3.- What is the proportion of time devoted to the different types of work in the course?
- 4.- What is the proportion of time demanded for required work and allowed for electives?
- 5.- What is the distribution of subject matter within the home economics major?

2.- M. E. Johnson, A Comparison of Home Economics Courses in Southern Teachers Colleges. Unpublished Master's Thesis George Peabody College for Teachers, 1930

3.- J. K. Krueger, Home Economics in Land Grant Colleges, Proceedings of the Thirty-eighth Annual Convention of the Association of Land Grant Colleges, Washington, D. C. Nov. 12-14, 1924, pp. 407-414

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This study--like the preceding one-- shows the great variation in home economics curricula. For example, only two subjects, inorganic chemistry and English composition, are required of all first year students. It also makes a number of interesting generalizations and statements of trends, such as the following:

- 1.- Four year courses tend to offer highly specialized training
- 2.- The tendency is to start clothing in the first year, and foods in the second year.
- 3.- There is a tendency to give more time to foods than to clothing.
- 4.- There is a wide range in proportion of academic, scientific, and home economics work.
- 5.- There is also a wide range in proportion of time between required work and electives.

3.- The Professional Training of Teachers of Home Economics in the Degree Granting Institutions in the United States.⁴

Data were obtained by examination of bulletins of 697 scholastic institutions of collegiate rank and having departments of schools of education. This study is concerned with the training of teachers of home economics, and presents the following conclusions:

- 1.- Home Economics courses are based on job requirements rather than needs of the individual.
- 2.- Training of teachers is inadequate and needs revision. The author also makes some interesting recommendations, such as the following:
 - a.- That we train "all-around" teachers instead of specialists in cooking, domestic art, etc
 - b.- That we have less emphasis on skill and production, and more on knowledge from the consumer's standpoint.
 - c.- More study of social and family relationships.

4.- M. Liljedahl, The Professional Training of Teachers of Home Economics in the Degree Granting Institutions of the United States. Unpublished Master's Thesis, University of Southern California, June 1930.

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4.- W. H. Dillaball, The Professional Training of Teachers of Home Economics in the Degree Granting Institutions of the United States. Unpublished Master's Thesis, University of Southern California, June 1930.

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e.- We need more education courses

4.- A Comparison of the Home Economics Department of Certain State Universities.⁵

This study is similar in scope to the others, together with an analysis of teachers degrees, and teaching load in numbers of students.

All of these studies have been read and examined for suggestions of studies to be made and procedures to be followed.

Relation of This Study to Previous Studies

The present study is similar in set-up to those other studies and has elements in common with each.

It represents a different group of institutions, and presents the facts derived from bulletins for the school year 1933-34.

The study has grown out of questions arising in the author's mind as a result of her association with one of the institutions studied.

Sources of Data and Method of Study

Bulletins were procured from each of the institutions, and analyzed to obtain the data used in this study.

In a few cases personal letters were sent out for additional information that could not be found in the bulletin, but in

5.- E. S. Swope, A Comparison of the Home Economics Department of Certain State Universities. Unpublished Master's Thesis. George Peabody College for Teachers, 1931

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no case was anything like a formal questionnaire used.

This is a study of curricula as described in regular college bulletins.

Information given in the bulletin was tabulated to show the classification of courses, the credit allowed, and the time required for each course. From these tabulations tables have been made to present the information obtained in as clear and readable a form as possible. These tables, together with their interpretation, constitute the body of the study.

Summary

This study presents facts concerning certain of the home economics curricula offered by nineteen institutions, all granting the baccalaureate degree, chosen from all sections of the United States. The study has been made by analyzing and tabulating information given in the bulletins of the respective institutions.

Altho similar studies have been made, this one differs from each of them, in that it covers a different group of institutions, and is made from the bulletins for the year 1933-1934; also in the fact that it presents a detailed study of a few institutions, whereas the others give a more general study of a large number of schools.

It is the purpose of the study to present the facts concerning the curricula in these institutions as they are stated in bulletin, and not to offer any criticism or evaluation of the programs, or to make any suggestions for future changes.

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It is the purpose of the study to present the facts
concerning the curricula in these institutions as they are
stated in bulletin, and not to offer any criticism or evaluation
of the programs, or to make any suggestions for future changes.

CHAPTER II

REQUIREMENTS FOR THE BACCALAUREATE DEGREE

The name, location and degree granted by each of the institutions studied are presented in Table I.

It will be noted that the baccalaureate degree in science is the one which is most frequently granted.

One institution, Oregon State Agricultural College, offers a choice of baccalaureate degree in arts or in science.

Two institutions, Connecticut College and the University of California, offer only the baccalaureate degree in arts.

All of the remaining institutions (seventeen in number) grant the baccalaureate degree in science.

1.- Massachusetts	Simmons College	Boston	B. S.
2.- New York	Cornell University	Ithaca	B. S.
3.- Pennsylvania	The Pennsylvania State University	University Park	B. S.
4.- Ohio	The Ohio State University	Columbus	B. S.
5.- Connecticut	Connecticut College	New Britain	B. A.
6.- California	University of California	Berkeley	B. A.
7.- Tennessee	George Peabody College for Teachers	Nashville	B. S.
8.- Alabama	Alabama College	Montevallo	B. S.
9.- Wisconsin	University of Wisconsin	Madison	B. S.
10.- Illinois	University of Chicago	Chicago	B. S.
11.- Illinois	University of Illinois	Urbana	B. S.
12.- Minnesota	University of Minnesota	Minneapolis	B. S.
13.- Iowa	Iowa State College of Agricultural and Mechanical Arts	Ames	B. S.
14.- Kansas	Kansas State College	Manhattan	B. S.
15.- Texas	University of Texas	Austin	B. S.
16.- Colorado	Colorado Agricultural College	Fort Collins	B. S.
17.- Oregon	Oregon State Agricultural College	Corvallis	B. A. or B. S.

18.- California University of California Berkeley B. A.
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grant the baccalaureate degree in science.

TABLE I.- Names and Location of the Institutions Used in the Study. (Arranged according to geographical location of states)

State	Name of Institution	Location	Degree Given
1.- Massachusetts	Simmons College	Boston	B. S.
2.- Connecticut	Connecticut College for Women	New London	B. A.
3.- New York	N. Y. State College of Home Economics* (Cornell University)	Ithaca	B. S.
4.- Pennsylvania	The Drexel Institute	Philadelphia	B. S.
5.- Pennsylvania	Margaret Morrison Carnegie College (Carnegie Institute of Technology)	Pittsburg	B. S.
6.- North Carolina	The Woman's College of the University of North Carolina	Greensboro	B. S.
7.- Tennessee	University of Tennessee	Knoxville	B. S.
8.- Tennessee	George Peabody College for Teachers	Nashville	B. S.
9.- Alabama	Alabama College	Montevallo	B. S.
10.- Wisconsin	University of Wisconsin	Madison	B. S.
11.- Illinois	University of Chicago	Chicago	S. B.
12.- Illinois	University of Illinois	Urbana	B. S.
13.- Minnesota	University of Minnesota	Minneapolis	B. S.
14.- Iowa	Iowa State College of Agricultural and Mechanical Arts	Ames	B. S.
15.- Kansas	Kansas State College	Manhattan	B. S.
16.- Texas	University of Texas	Austin	B. S.
17.- Colorado	Colorado Agricultural College	Fort Collins	B. S.
18.- Oregon	Oregon State Agricultural College	Corvallis	B. A. or B. S.
19.- California	University of California	Berkeley	B. A.

*Because of general usage this institution will be designated by the name Cornell- throughout this study

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4. - Pennsylvania	The Drexel Institute	Philadelphia	B. S.
5. - Pennsylvania	Margaret Morrison Carnegie College (Carnegie Institute of Technology)	Pittsburg	B. S.
6. - North Carolina	The Woman's College of the University of North Carolina	Greensboro	B. S.
7. - Tennessee	University of Tennessee	Knoxville	B. S.
8. - Tennessee	George Peabody College for Teachers	Nashville	B. S.
9. - Alabama	Alabama College	Montevallo	B. S.
10. - Wisconsin	University of Wisconsin	Madison	B. S.
11. - Illinois	University of Chicago	Chicago	S. B.
12. - Illinois	University of Illinois	Urbana	B. S.
13. - Minnesota	University of Minnesota	Minneapolis	B. S.
14. - Iowa	Iowa State College of Agricultural and Mechanical Arts	Ames	B. S.
15. - Kansas	Kansas State College	Manhattan	B. S.
16. - Texas	University of Texas	Austin	B. S.
17. - Colorado	Colorado Agricultural College	Fort Collins	B. S.
18. - Oregon	Oregon State Agricultural College	Corvallis	B. S.
19. - California	University of California Berkeley	Berkeley	B. A.

*Because of general usage this institution will be designated by the name California throughout this study

The differences in minimum requirements for the baccalaureate degree in each institution are shown in Table II.

The institutions have been grouped according to the way in which the requirements are stated.

Three schools are grouped by year units.

Nine schools are grouped by semester units.

Six schools are grouped by term or quarter units.

One is grouped by course units.

The units of measurement have not been defined in every bulletin. Where this is the case, they have been interpreted according to their use in the description of the curricula of the institutions.

Of the three institutions arranged according to the year units no comparison can be made, since the units are all different, and none has been defined.

Of those nine institutions whose requirements are expressed in semester units the requirement in semester hours ranges from 120 semester hours (Illinois, Texas, North Carolina, Wisconsin,) to 160 semester hours (Colorado).

Of the six institutions whose requirements are stated in term or quarter units, the requirement ranges from 186 term hours (Oregon) to 209 term hours (The Drexel Institute).

Thirteen of the nineteen institutes have a quality as well as a quantity requirement.

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according to their use in the description of the curricula of

the institutions.

Of the three institutions arranged according to the year

units no comparison can be made, since the units are all

different, and none has been defined.

Of those nine institutions whose requirements are expressed

in semester units the requirement in semester hours ranges

from 180 semester hours (Illinois, Texas, North Carolina,

Wisconsin,) to 160 semester hours (Colorado).

Of the six institutions whose requirements are stated in

term or quarter units, the requirement ranges from 186 term

hours (Oregon) to 208 term hours (The Gravel Institute).

Thirteen of the nineteen institutes have a quality as

well as a quantity requirement.

One of these, Alabama College, requires an average of C in the major department.

One, George Peabody College for Teachers, will not accept over twenty per cent of D and F grades.

The remaining eleven have their quality requirement based on the evaluation of all grades.

Six schools allow four points credit for an A.

Five allow three points for an A.

Four deduct points for an E, two deducting one-half point, and two one whole point for an E.

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Four deduct points for an E, two deducting one-half point, and two one whole point for an E.

TABLE II-A. Minimum Requirements for the Baccalaureate Degree
Expressed in Terms of Year Units.

Name of Institution	Requirements	Quality Points					
		A	B	C	D	E	F
Connecticut College	130 points (not defined but described as year points)						
Colorado Agricultural College	160 Semester credits Minimum standing 2 Standing = number of 4 credits earned over number of points carried	3	2	1	0	-1	-1
Kansas State College	124 Semester credits	4	3	2	1	-	-
Cornell University	120 credit hours (not defined but arranged by years)	-	-	-	-	-	-
Simmons College	60 Year Hours 112 Quality points with 28 points in final year	4	3	2	1	0	0
University of California	124 units including 6 units in major in final year. Number of grade points equals number of units in all courses taken Unit = 1 semester hour	3	2	1	0	-1	-1
University of Illinois	120 Semester Hours 204 Quality points	4	3	2	1	-	-
University of Texas	120 Semester hours	-	-	-	-	-	-
University of Wisconsin	120 Semester credits 120 grade points	3	2	1	0	-1	-1
Woman's College of the University of North Carolina	120 Semester hours 240 Quality points	4	3	2	1	-	-

TABLE II-B. Minimum Requirements for the Baccalaureate Degree
Expressed in Semester Units

Name of Institution	Requirements	Quality Points					
		A	B	C	D	E	F
Alabama College	136 Semester hours Average of C in Major Department	-	-	-	-	-	-
Colorado Agricultural College	160 Semester credits 160 Quality points 1 credit = 1 lecture per week for 1 semester	3	2	1	0	- $\frac{1}{2}$	-1
Kansas State College	124 Semester hours 124 Quality points	4	3	2	1	-	-
Margaret Morrison Carnegie College	384 credit units (not defined-but units assigned equal hours recitation plus laboratory and preparation)	-	-	-	-	-	-
University of Minnesota	193 Credit points	3	2	1	0	-	-
University of California	124 units including 6 units in major in final year. Number of grade points equals number of units in all courses taken Unit = 1 semester hour	3	2	1	0	-1	-1
University of Illinois	120 Semester Hours 204 Quality points	4	3	2	1	-	-
University of Texas	120 Semester hours	-	-	-	-	-	-
University of Wisconsin	120 Semester credits 120 grade points	3	2	1	0	- $\frac{1}{2}$	-1
Woman's College of the University of North Carolina	120 Semester hours 240 Quality points	4	3	2	1	-	-

TABLE II-B. Minimum Requirements for the Baccalaureate Degree Expressed in Semester Units

Name of Institution	Requirements	Quality Points A B C D F
Alabama College	126 Semester hours Average of C in Major Department	- - - - -
Colorado Agricultural College	180 Semester credits 180 Quality points 1 credit = 1 lecture per week for 1 semester	3 2 1 0 - $\frac{1}{2}$ - 1
Kansas State College	124 Semester hours 124 Quality points	4 3 2 1 - -
Margaret Morrison Carnegie College	384 credit units (not defined-but units assigned equal hours recitation plus laboratory and preparation)	- - - - -
University of California	124 units including 6 units in major in final year. Number of grade points equals number of units in all courses taken Unit = 1 semester hour	3 2 1 0 - 1 - 1
University of Illinois	120 Semester Hours 204 Quality points	4 3 2 1 - -
University of Texas	120 Semester hours	- - - - -
University of Wisconsin	120 Semester credits 120 Grade points	3 2 1 0 - $\frac{1}{2}$ - 1
Women's College of the University of North Carolina	120 Semester hours 240 Quality points	4 3 2 1 - -

TABLE II-C. Minimum Requirements for Baccalaureate Degree
Expressed in Term or Quarter Units

Name of Institution	Requirements	Quality Points					
		A	B	C	D	E	F
The Drexel Institute	209 credits (not defined-assigned according to terms)	-	-	-	-	-	-
George Peabody College for Teachers	198 quarter hours Not over twenty per cent D and F	-	-	-	-	-	-
Iowa State College	192 credits (Assigned by quarters)	-	-	-	-	-	-
Oregon State Agricultural College	186 term hours Minimum grade point average 1.00	3	2	1	0	-	-1
University of Minnesota	193 Quarter hours 193 Credit points	3	2	1	0	-	-
University of Tennessee	197* Quarter hours Average 2 credit points for each hour course	4	3	2	1	0	0

* Announcements of University of Chicago, Arts, Literature and Science- For the Session of 1933-34. p.32

*Note- Bulletin states 197 quarter hours for graduation
Curriculum outline totals 198 quarter hours

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Curriculum outline totals 198 quarter hours

Name of Institution						
Requirements						
Quality Points						
A	B	C	D	E	F	
4	3	2	1	0	0	University of Tennessee
3	2	1	0	-	-	197* Quarter hours Average 2 credit points for each hour course
3	2	1	0	-	-	University of Minnesota
3	2	1	0	-	-	193 Quarter hours 193 Credit points
3	2	1	0	-	-	Oregon State Agricultural College
3	2	1	0	-	-	186 term hours Minimum grade point average 1.00
-	-	-	-	-	-	Iowa State College
-	-	-	-	-	-	192 credits (Assigned by quarters)
-	-	-	-	-	-	George Peabody College for Teachers
-	-	-	-	-	-	198 quarter hours Not over twenty per cent D and F
-	-	-	-	-	-	The Prexel Institute
-	-	-	-	-	-	208 credits (not defined-assigned according to terms)

TABLE II-C. Minimum Requirements for Baccalaureate Degree
Expressed in Term or Quarter Units

TABLE II-D. Minimum Requirements for Baccalaureate Degree
Expressed in Courses

<u>Name of Institution</u>	<u>Requirements</u>
University of Chicago	12 courses in the department of major, in addition to work completed in the College. College requirements "are stated in terms of educational attainments and are measured by examinations which may be taken by the student whenever he is prepared to take them at any scheduled examination period.*"

* Announcements of University of Chicago, Arts, Literature and
Science- For the Session of 1933-34. p.32

TABLE II-D. Minimum Requirements for Baccalaureate Degree
Expressed in Courses

Requirements	Name of Institution
<p>12 courses in the department of major, in addition to work completed in the College.</p>	University of Chicago
<p>College requirements "are stated in terms of educational attainments and are measured by examinations which may be taken by the student whenever he is prepared to take them at any scheduled examination period."</p>	

* Announcements of University of Chicago, Arts, Literature and
Science- For the Session of 1933-34. p. 32

Conclusion

This study shows that there is no uniform standard of quantity or of quality of work to be attained for the earning of the baccalaureate degree in the field of home economics from the institutions studied.

Disregarding differences in terminology- it is obvious that there are fundamental differences in the requirements of 120 - 160 semester hours, or 186-209 term hours of work.

Quality requirements also show considerable apparent difference altho nothing definite can be said about these. With A valued at four points in some institutions and three in others; with E having a rating of zero, minus one-half, and minus one in the various schools- the quality difference is obvious.

This study shows that there is no uniform standard of quantity or of quality of work to be attained for the earning of the baccalaureate degree in the field of home economics from the institutions studied.

Regarding differences in terminology - it is obvious that there are fundamental differences in the requirements of 120 - 160 semester hours, or 180-200 term hours of work.

Quality requirements also show considerable apparent difference also nothing definite can be said about these. With A varied at four points in some institutions and three in others; with B having a rating of zero, minus one-half, and minus one in the various schools - the quality difference is obvious.

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CHAPTER III

HOME ECONOMICS CURRICULA OFFERED BY THESE INSTITUTIONS

Range of Curricula

Home Economics concerns itself with a wide range of human activities.

The subject matter of home economics groups itself under the following general headings:

- 1.- Foods-- including marketing, costs, preparation, dietetics, and nutrition.
- 2.- Clothing-- including textiles, selection, and construction.
- 3.- Related Art-- including design and color, costume design, interior decoration, house building, etc.
- 4.- Social Aspects-- such as child care and development, family relations, parent education, etc.
- 5.- Miscellaneous-- Sanitation, budgeting, etc.

The University of Chicago lists the following types of work for which vocational and professional training in home economics may prepare one:

- 1.- Teaching and supervision of teaching.
- 2.- Extension work.
- 3.- Health and social welfare work.
- 4.- Institutional administration.
- 5.- Commercial work
- 6.- Work in child development and parent education.
- 7.- Research.⁶

L. J. Roberts, Home Economics, Vocations for Those Intefested in It. University of Chicago. Vocational Guidance Series, No. I

HOW TO SELECT CURRICULUM OFFERS BY THESE INSTITUTIONS

Scope of Section

How various countries differ with a view to the

of various

The subject matter of these countries groups itself under

The following general headings:

1. - Health - including medicine, surgery, dentistry,
diseases, and nutrition.

2. - Clothing - including textiles, selection, and
construction.

3. - Housing - including design, construction, housing
building, etc.

4. - Social aspects - such as child care and
development, family relations, parent
education, etc.

5. - Miscellaneous - sanitation, etc., etc.

The University of Chicago lists the following types of

work for which vocational and professional training is given

according to degree:

1. - Teaching and supervision of teaching.
2. - Technical work.
3. - Health and social welfare work.
4. - Law and judicial administration.
5. - Governmental work.
6. - Work in child development and parent
education.
7. - Research.

1. J. Roberts, Home Economics, Variations for These Institutions
1918, University of Chicago, Vocational Guidance Series, No. 1.

Considering the scope of the field in subject matter and in use, it is not surprising to find a wide range of curricula in home economics offered.⁷

Table No. III presents a list of the names of the curricula offered, together with the names of the institutions which offer each curriculum.

Nineteen institutions offer forty-two different programs. It is probable that on examination of their content more of these could be combined, but this classification is made from the titles as they appear in the bulletins.

The title which appears most frequently is Home Economics with a major in Institutional Management. This occurs in seven of the bulletins:

- 1.- Connecticut College
- 2.- The Drexel Institute
- 3.- Iowa State College
- 4.- Kansas State College
- 5.- University of Minnesota
- 6.- University of Tennessee
- 7.- University of Texas

Six institutions offer a general course in home economics:

- 1.- Colorado Agricultural College
- 2.- Kansas State College
- 3.- University of Illinois
- 4.- University of Minnesota
- 5.- University of Tennessee
- 6.- University of Texas

7.- In this study any prescribed four year course is regarded as a curriculum. Some institutions outline each separate program, calling it a curriculum, others group subjects common to several and speak of a curriculum with several majors. Since the difference appears to be only one of arrangement and of terminology, all are treated alike.

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- 6.- University of Texas

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Five institutions offer a major in Applied Art:

- 1.- Colorado Agricultural College
- 2.- The Drexel Institute
- 3.- Iowa State College
- 4.- University of Chicago
- 5.- University of Wisconsin

Five institutions offer a major in Textiles and Clothing:

- 1.- Colorado Agricultural College
- 2.- Cornell University
- 3.- Iowa State College
- 4.- University of Minnesota
- 5.- University of Wisconsin

Five institutions offer a major in Food and Nutrition:

- 1.- Colorado Agricultural College
- 2.- Iowa State College
- 3.- University of Chicago
- 4.- University of Minnesota
- 5.- University of Wisconsin

Three institutions offer a major in Home Economics Education:

- 1.- Iowa State College
- 2.- University of Chicago
- 3.- University of Tennessee

Four offer a Teachers Curriculum in General Home Economics:

- 1.- The Drexel Institute
- 2.- Kansas State College
- 3.- The Woman's College of the University of North Carolina
- 4.- University of Minnesota

There are twenty-five other different curricula which are offered by a single institution and six which are offered by only two institutions.

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- 1.- Colorado Agricultural College
- 2.- The Drexel Institute
- 3.- Iowa State College
- 4.- University of Chicago
- 5.- University of Wisconsin

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- 1.- Colorado Agricultural College
- 2.- Cornell University
- 3.- Iowa State College
- 4.- University of Minnesota
- 5.- University of Wisconsin

Five institutions offer a major in Food and Nutrition:

- 1.- Colorado Agricultural College
- 2.- Iowa State College
- 3.- University of Chicago
- 4.- University of Minnesota
- 5.- University of Wisconsin

Three institutions offer a major in Home Economics Education:

- 1.- Iowa State College
- 2.- University of Chicago
- 3.- University of Tennessee

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- 1.- The Drexel Institute
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There are twenty-five other different curricula which are

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only two institutions.

TABLE III- Range of Curricula Offered by the Institutions Studied

Name of Curriculum	Institutions Which Offer It	Number
Household Economics with Major in:		
17.- Teacher's Curriculum	Minnesota	1
1.- Applied Art	Iowa, Wisconsin, Drexel, Colorado, Chicago	5
2.- Child Development	Iowa, Chicago	2
3.- Food and Nutrition	Iowa, Minnesota, Wisconsin, Colorado, Chicago	5
4.- Home Economics Education	Iowa, Tennessee, Chicago	3
5.- Home Management	Iowa, Chicago	2
6.- Institutional Management	Iowa, Minnesota, Kansas, Drexel, Tennessee, Texas, Connecticut	7
7.- Textiles and Clothing	Iowa, Minnesota, Wisconsin, Cornell, Colorado	5
8.- Household Equipment	Iowa	1
9.- Dietetics	Iowa, Minnesota, Cornell	3
10.- Nutrition	Iowa, Connecticut, Texas	3
11.- Food and Nutrition and Chemistry	Iowa	1
12.- Home Management and Economics	Iowa	1
13.- Textiles and Textile Chemistry	Iowa	1
14.- Technical Administration	Iowa, Kansas, Wisconsin	3
15.- General Curriculum in Home Economics	Minnesota, Kansas, Tennessee, Texas, Illinois, Colorado	6
16.- Teachers Curriculum in General Home Economics	Minnesota, North Carolina, Kansas, Drexel	4
30.- Home Economics with Social Work	Cornell	1

TABLE III- Range of Curricula Offered by the Institutions Studied

-20-

Name of Curriculum		Institutions Which Offer It		Number
Household Economics with Major in:				
1.-	Applied Art	Iowa, Wisconsin, Drexel, Colorado, Chicago		2
2.-	Child Development	Iowa, Chicago		2
3.-	Food and Nutrition	Iowa, Minnesota, Wisconsin, Colorado, Chicago		3
4.-	Home Economics Education	Iowa, Tennessee, Chicago		3
5.-	Home Management	Iowa, Chicago		2
6.-	Institutional Management	Iowa, Minnesota, Kansas, Drexel, Tennessee, Texas, Connecticut		7
7.-	Textiles and Clothing	Iowa, Minnesota, Wisconsin, Cornell, Colorado		2
8.-	Household Equipment	Iowa		1
9.-	Dietetics	Iowa, Minnesota, Cornell		3
10.-	Nutrition	Iowa, Connecticut, Texas		3
11.-	Food and Nutrition and Chemistry	Iowa		1
12.-	Home Management and Economics	Iowa		1
13.-	Textiles and Textile Chemistry	Iowa		1
14.-	Technical Journalism	Iowa, Kansas, Wisconsin		3
15.-	General Curriculum in Home Economics	Minnesota, Kansas, Tennessee, Texas, Illinois, Colorado		6
16.-	Teachers Curriculum in General Home Economics	Minnesota, North Carolina, Kansas, Drexel		4

TABLE III. (Continued) Range of Curricula Offered by the
Institutions Studied

Name of Curriculum	Institutions Which Offer It	Number
17.- Teacher's Curriculum in General Home Economics Extension	Minnesota	1
18.- Teacher's Curriculum in Food and Nutrition	Margaret Morrison, Minnesota	2
19.- Teacher's Curriculum in Textiles and Clothing	Minnesota	1
20.- Teacher's Curriculum in Related Art	Minnesota, Kansas	2
21.- Costume Economics	Margaret Morrison, Connecticut	2
22.- Vocational Home Economics	Margaret Morrison, George Peabody, Texas, Alabama	4
23.- Curriculum for Home Making (non Pro- fessional)	Wisconsin	1
24.- Course for Research Workers	Connecticut	1
25.- General Professional Major	Wisconsin	1
26.- Home Economics with Major in Applied Bacteriology	Wisconsin	1
27.- Home Economics with Major in Nursing and Hospital Administra- tion	Wisconsin	1
28.- Rural Home Life Curriculum	Tennessee	1
29.- Home Economics with Extension Teaching	Cornell	1
30.- Home Economics with Social Work	Cornell	1

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TABLE III. (Continued) Range of Curricula Offered by the
Institutions Studied

Number	Name of Curriculum	Institutions Which Offer It
1	17.- Teacher's Curriculum in General Home Economics Extension	Minnesota
2	18.- Teacher's Curriculum in Food and Nutrition	Margaret Morrison, Minnesota
1	19.- Teacher's Curriculum in Textiles and Clothing	Minnesota
2	20.- Teacher's Curriculum in Related Art	Minnesota, Kansas
2	21.- Costume Economics	Margaret Morrison, Connecticut
4	22.- Vocational Home Economics	Margaret Morrison, George Peabody, Texas, Alabama
1	23.- Curriculum for Home Making (non Pro- fessional)	Wisconsin
1	24.- Course for Research Workers	Connecticut
1	25.- General Professional Major	Wisconsin
1	26.- Home Economics with Major in Applied Bacteriology	Wisconsin
1	27.- Home Economics with Major in Nursing and Hospital Administra- tion	Wisconsin
1	28.- Rural Home Life Curriculum	Tennessee
1	29.- Home Economics with Extension Teaching	Cornell
1	30.- Home Economics with Social Work	Cornell

TABLE III (Continued) Range of Curricula Offered by the
Institutions Studied

Name of Curriculum	Institutions Which Offer It	Number
31.- Major in Textile Merchandising	Drexel	1
32.- Course in Retailing	Drexel	1
33.- Curriculum in Nutrition and Dietetics	Alabama, Chicago	2
34.- Institutional Economics	Chicago	1
35.- Textiles and Related Art	Chicago	1
36.- Curriculum A Teaching, Journalism Commercial Clothing	Oregon	1
37.- Curriculum B Professional to meet requirements of Federal Board of Vocational Education	Oregon	1
38.- Curriculum C General Home Economics	Oregon	1
39.- Household Art Major	California	1
40.- Household Science Major	California	1
41.- Household Economics with a Major in Foods	Simmons College	1
42.- Household Economics with Major in Clothing	Simmons College	1

TABLE III (Continued) Range of Curricula Offered by the Institutions Studied

Name of Curriculum	Institutions Which Offer It	Number
31.- Major in Textile Merchandising	Drexel	1
32.- Course in Retailing	Drexel	1
33.- Curriculum in Nutrition and Dietetics	Alabama, Chicago	2
34.- Institutional Economics	Chicago	1
35.- Textiles and Related Art	Chicago	1
36.- Curriculum A Teaching, Journalism Commercial Clothing	Oregon	1
37.- Curriculum B Professional to meet requirements of Federal Board of Vocational Education	Oregon	1
38.- Curriculum C General Home Economics	Oregon	1
39.- Household Art Major	California	1
40.- Household Science Major	California	1
41.- Household Economics with Major in Foods	Simmons College	1
42.- Household Economics with Major in Clothing	Simmons College	1

Approaching this phase of the study (the curricula offered by the various institutions) from another angle, we have Table IV showing the number of curricula offered by each institution. These range from one curriculum offered by two institutions, George Peabody College for Teachers and the Woman's College of the University of North Carolina, to thirteen offered by Iowa State College.

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TABLE IV.- Number of Curricula Offered by Each Institution

Name of Institution	Number Four Year Curricula	Number Students enrolled in Department.8
Alabama College	3	202
Colorado Agricultural College	4	230
Connecticut College	4	123
Cornell University	5	439
The Drexel Institute	5	342
George Peabody College for Teachers	1	75
Iowa State College	13	735
Kansas State College	5	363
Margaret Morrison-Carnegie College	3	200
Oregon State Agricultural College	3	397
Simmons College	2	227
Woman's College of University of North Carolina	1	176
University of California	2	300
University of Chicago	7	100
University of Illinois	2	374
University of Minnesota	10	436
University of Tennessee	4	25
University of Texas	3	325
University of Wisconsin	7	292

8.- Louise O. Pettit and Andrew H. Gibbs- Home Economics Offerings in Institutions of Higher Education, 1932-33. United States Department of the Interior, Office of Education, Circular No. 134, Washington, D. C. April 1934

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Iowa State College	13	735
Kansas State College	5	363
Margaret Morrison-Garnegie College	3	200
Oregon State Agricultural College	3	337
Simmons College	2	327
Woman's College of University of North Carolina	1	176
University of California	2	300
University of Chicago	7	100
University of Illinois	2	374
University of Minnesota	10	436
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United States Department of the Interior, Office of
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Time of Differentiation

The fact that home economics covers a very broad field of human needs and activities has already been pointed out.

It is evident on consideration of the subject matter of the field that intensive training in every phase of home economics can not be gotten into a four-year under-graduate program. There is much material of an academic nature which is essential to the cultural background of the home economist, and much of a scientific nature without which her technical information can not function properly. For example, Chemistry provides valuable information for textiles as well as for foods, nutrition and dietetics.

Physics offers valuable help in the study of textiles, color, and household equipment, and Biology contributes to our understanding of nutrition and sanitation.

9
As Miss Liljedahl has brought out in her study, our programs have been based upon job analysis and requirements, and the curricula planned with preparation for a certain type of work in mind. For example, there are curricula in Institutional Management; Home Economics with Extension Teaching; Textile Merchandising; Teachers Curricula, etc.

9. M. Liljedahl, The Professional Training of Teachers of Home Economics in the Degree Granting Institutions of the United States. Unpublished Master's Thesis, University of Southern California, June 1930.

Line of Investigation

The fact that home economics covers a very broad field of human needs and activities has already been pointed out. It is evident on consideration of the subject matter of the field that intensive training in every phase of home economics can not be gotten into a four-year undergraduate program. There is much material of an academic nature which is essential to the cultural background of the home economist, and much of a scientific nature without which her technical information can not function properly. For example, Chemistry provides valuable information for textiles as well as for foods, nutrition and dietetics. Physics offers valuable help in the study of textiles, color, and household equipment, and Biology contributes to our understanding of nutrition and sanitation.

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U. S. Liljedahl, The Professional Training of Teachers of Home Economics in the Degree Granting Institutions of the United States. Unpublished Master's Thesis, University of Southern California, June 1930.

Because of the wide range of material some differentiation is necessary. The time devoted to general home economics preparation and to specialization varies considerably in these institutions.

Two institutions, George Peabody College for Teachers and the Woman's College of the University of North Carolina, offer only one curriculum.

Three institutions, Kansas State College, the University of Illinois, and the University of Texas, require that the student choose her curriculum on entering the school. One other, Margaret Morrison Carnegie College, plans electives in the first year in view of the probable choice of a major at the end of the first year.

Five institutions, Connecticut College, Kansas State College, Margaret Morrison Carnegie College, Oregon State Agricultural College, and Simmons College, require a definite choice at the end of the first year.

Eight institutions, Alabama College, Colorado Agricultural College, Cornell University, The Drexel Institute, University of California, University of Minnesota, University of Tennessee, and the University of Wisconsin, do not require marked differentiation until the end of the second year.

One institution, the University of Chicago, requires the choice of "field of concentration" on entering the Department of Home Economics, which is after the requirements of the

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years.

Table V shows:

[illegible]

in contrast to the other two.

For guidance see 48 USC 1352(a)(2)

general college have been fulfilled. These requirements are

expressed in terms of courses and examinations, and not in

years.

Table V shows the time when marked differentiation begins.

TABLE V.- Time of Differentiation

Institution	Offers only one Curr	Chosen on enter- in school	Curr. Chosen at end First Year	Curr. Chosen at end Second Year	Indi- vidual Pro- gram
Alabama College				x	
Colorado Agricultural College				x	
Connecticut College			x		
Cornell University				x	
The Drexel Institute				x	
George Peabody College for Teachers	x				
Iowa State College			x		
Kansas State College		x			
Margaret Morrison Carnegie College		(Planned)	x		
Oregon State Agricultural College			x		
Simmons College			x		
Woman's College of the University of North Carolina	x				
University of California				x	
University of Chicago					x
University of Illinois		x			
University of Minnesota				x	
University of Tennessee				x	
University of Texas		x			
University of Wisconsin				x	
Totals	2	3	5	8	1

10.- Note: When the choice of courses is not specified or limited, it is regarded as a free elective. Limited choice, as mathematics or history or foreign language, is regarded as prescribed.

Amount of Prescribed Work

Three institutions, Connecticut College, The University of California, and the University of Chicago, do not give any prescribed curricula in their bulletins. There may be definitely stated requirements for the degree, but there is no regular prescribed program for fulfilling them.

Each of the remaining sixteen institutions offers a definite program for the first year. In four of these, George Peabody College for Teachers, Margaret Morrison Carnegie College, Oregon State Agricultural College, and the University of Illinois, some elective work is permitted.¹⁰

Some of these institutions have more than one year of general home economics work prescribed, depending upon the time of differentiation.

Table VI shows the amounts of prescribed work, which is arranged in definite programs, in terms of years, for each institution.

University of California	
University of Chicago	x
University of Illinois	1-2 Hour elective
University of Minnesota	x
University of Tennessee	x

10.- Note: When the choice of courses is not specified or limited, it is regarded as a free elective. Limited choice, as mathematics or history or foreign language, is regarded as prescribed.

Total-5

5

5

5

Note- Total equals 20 because Plans I and II of University of Texas differ

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10.- Note: When the choice of courses is not specified or limited, it is regarded as a free elective. Limited choice, as mathematics or history or foreign language, is regarded as prescribed.

TABLE VI.- Amount of Prescribed Work in Year Units

Institutions	No pre- scribed program	First year prescribed	First two years pre- scribed	Three year Prescribed
Alabama College			x	
Colorado Agri- cultural College			x	
Connecticut College	x			
Cornell University		x		
The Drexel Insti- tute			x	
George Peabody College			x Some Electives	
Iowa State College		x		
Kansas State College			x	
Margaret Morrison Carnegie College		x electives		
Oregon State Agri- cultural College		x electives		
Simmons College		x		
Woman's College of U. of North Carolina				x
University of California	x			
University of Chicago	x			
University of Illinois		1-2 Hour elective		
University of Minnesota		x		
University of Tennessee			x	
University of Texas			x Plan I	x Plan II
University of Wisconsin		x		
Total-3		8	7	2

Note- Total equals 20 because Plans I and II of University of Texas differ

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Total-3 8 7 8

University of Wisconsin x

University of Texas Plan I x Plan II x

University of Tennessee x

University of Minnesota x

University of Illinois 1-2 Hour elective x

University of Chicago x

University of California x

Woman's College of U. of North Carolina x

Simmons College x

Oregon State Agrt- cultural College x electives

Margaret Morrison Carnegie College x electives

Kansas State College x

Iowa State College x

George Peabody College x Some Electives

The Prexel Insti- tute x

Cornell University x

Connecticut College x

Colorado Agrt- cultural College x

Alabama College x

Institutions No pre- scribed program First year First two years pre- scribed First year First two years pre- scribed Three Year

TABLE IV.- Amount of Prescribed Work in Year Units

Analysis of First Year Programs

Since sixteen of our nineteen institutions, or eighty-four per cent of them, have a prescribed program for the first year, it seems worth while to examine these for their similarities and differences.

As in the study of requirements for the degree, the institutions are grouped according to the way in which their programs are outlined.

Four institutions, Cornell University, Simmons College, the University of Minnesota, and the University of Texas, plan their work in year courses.

Five, Alabama College, Colorado Agricultural College, Kansas State College, the University of Wisconsin, and the Woman's College of the University of North Carolina, plan their programs on the semester basis.

There are three institutions, which are planned on the three term or quarter basis. These are The Drexel Institute, Iowa State College and the University of Tennessee.

Table No. VII-A lists these institutions which have a uniform prescribed first year.

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Table No. VII-A lists these institutions which have a

uniform prescribed first year.

TABLE VII-A. Institutions Having A Uniform First Year

Name of Institution	Year Courses	Semester Courses	Term or Quarter Courses
Cornell	x		
University of Minnesota	x		
University of Texas-Plan I)	x		
University of Illinois-Plan II)			
Alabama College		x	
Kansas State College		x	
Simmons College	x		
University of Wisconsin		x	
Woman's College of the University of North Carolina		x	
Colorado Agricultural College		x	
The Drexel Institute			x
Iowa State College			x
University of Tennessee			x
Total	4	5	3

TABLE VII-A. Institutions Having A Uniform First Year
 Name of Institution
 Year
 Semester
 Term or
 Quarter
 Courses

Cornell	x		
University of Minnesota	x		
University of Texas-plan I) plan II)	x		
Alabama College		x	
Kansas State College		x	
Simmons College	x		
University of Wisconsin	x		
Woman's College of the University of North Carolina	x		
Colorado Agricultural College	x		
The Prexel Institute			x
Iowa State College			x
University of Tennessee			x
Total	4	5	3

There are four other schools which have a prescribed program for the first year's work which allows some opportunity for elective work.

Two of these, Margaret Morrison Carnegie College, and the University of Illinois, are planned on the semester basis.

Two, Oregon State Agricultural College and George Peabody College for Teachers, are organized on the term or quarter plan.

Table No. VII-B lists these institutions.

There are four other schools which have a prescribed program for the first year's work which allows some opportunity for elective work.

Two of these, Margaret Morrison Carnegie College, and the University of Illinois, are planned on the semester basis.

Two, Oregon State Agricultural College and George Fox College for Teachers, are organized on the term or quarter

plan.

Table No. VII-B lists these institutions.

TABLE VII-B. Institutions with Prescribed First Year Allowing Some Electives

The data used in this study were obtained by an intensive study of the catalogs of each institution. The following table summarizes the data obtained under the following headings:

Name of Institution	Semester Plan	Term Plan
Margaret Morrison Carnegie College	x	
University of Illinois	x	
George Peabody College for Teachers		x
Oregon State Agricultural College		x
Total	2	2

In analyzing the programs the courses were classified as academic, scientific, or technical.

Definition of Terms

Academic and scientific courses may be classified quite easily.

All courses given in the home economics department or school are regarded as technical courses- while those given by another department are classified as academic or scientific, as the case may be, unless the content is obviously technical in nature. This is especially noticeable in the case of education courses- some of which are given by the department of education, and others- generally of a more specific nature- by the home economics department.

Tables VIII-A; VIII-B; VIII-C; VIII-D; VIII-E, give the analysis of the first year programs.

TABLE VII-B. Institutions with Prescribed First Year Allowing
Some Electives

Name of Institution	Semester Plan	Term Plan
Margaret Morrison Carnegie College	x	
University of Illinois	x	
George Peabody College for Teachers		x
Oregon State Agricultural College		x
Total	2	2

The data used in this study were obtained by an intensive study of the bulletin of each institution. The curricula were all analyzed and tabulated under the following headings

<u>Year</u>	<u>Academic</u>	<u>Yr. Cr.</u>	<u>Scientific</u>	<u>Yr. Cr.</u>	<u>Technical</u>	<u>Yr. Cr.</u>
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Tables VIII-A; VIII-B; VIII-C; VIII-D; VIII-E, give the analysis of the first year programs.

The data used in this study were obtained by an intensive study of the bulletin of each institution. The curricula were all analyzed and tabulated under the following headings:

Year	Academic	Yr. Cr.	Scientific	Yr. Cr.	Technical	Yr. Cr.
------	----------	---------	------------	---------	-----------	---------

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Tables VIII-A; VIII-B; VIII-C; VIII-D; VIII-E, give the analysis of the first year programs.

TABLE VIII-A. Uniform First Year- Prescribed on Yearly Basis

Institution	Academic	Courses		Cr. Hours	Scientific	Cr. Hours	Technical	Gr. Hours
		Cr. Hours	Scientific					
Cornell	Orientation	2	Biology or Botany or Zoology	6			Foods & Nutrition	2
	English 1	6					(Introduction to Dietetics)	
	Hygiene 1	1					Textiles & Clothing	2
	Hygiene 2	1	Chemistry	6			(Selection & Textiles)	
							Textiles & Clothing (Construction)	3
							Household Art (Home Furnish- ing)	2
							Family Life (Home & Family Life)	2
		<u>10</u>				<u>12</u>		<u>11</u>
		Yr. Hrs.				Yr. Hrs.		Yr. Hrs.
Simmons College	English 1	3	Chemistry 1	4			Design 1	2
			Biology 1	2				
			Physics 1	4				
			Biology 100	1				
		<u>3</u>				<u>11</u>		<u>2</u>
		Sem. Hrs.				Sem. Hrs.		Sem. Hrs.
University of Texas Plan I	English	12	Chemistry	4			Home Economics	
	Mathematics	6					1 (Introduction to Foods)	6
	Foreign Language	6						
		<u>24</u>				<u>4</u>		<u>6</u>
University of Texas Plan II	English		Chemistry	4			Home Economics	
	Mathematics						1.- (Foods) or	
	Foreign Language 6						Home Economics 302-303 (Costume Design) (House Planning)	
		<u> </u>				<u> </u>		<u> </u>
		Yr. Cr.				Yr. Cr.		Yr. Cr.
University of Minnesota	Rhetoric	9	Chemistry	12			Home Economics 3 (Textiles)	5
	Sociology (Introductory)	3					(Home Economics 50 (Color & Design)-6 Home Economics 51 (Color & Design) Home Economics 70 (Nutrition)	2
		<u> </u>				<u> </u>		<u> </u>
		12				12		13

The data used in this study were obtained by an intensive study of the bulletin of each institution. The curricula were all analyzed and tabulated under the following headings:

Year Academic Yr. Gr. Scientific Yr. Gr. Technical Yr. Gr.

In analyzing these programs the courses were classified as academic, scientific, or technical.

Definition of Terms

Academic and scientific courses may be classified quite easily.

All courses given in the home economics department or school are regarded as technical courses- while those given by another department are classified as academic or scientific, as the case may be, unless the content is obviously technical in nature. This is especially noticeable in the case of education courses- some of which are given by the department of education, and others- generally of a more specific nature- by the home economics department.

Tables VIII-A; VIII-B; VIII-C; VIII-D; VIII-E, give the analysis of the first year programs.

TABLE VIII-B. Uniform First Year- Prescribed on Basis of Two Semesters

TABLE VIII-B. Uniform First Year - 1939-40													
Name of Institution	First Semester Courses					Second Semester Courses							
	Academic	Hrs.	Scientific	Hrs.	Technical	Hrs.	Academic	Hours	Scientific	Hours	Technical	Hours	
Alabama College	English (Composition)	3	Chemistry (General)	3	Home Economics 101	3	English (Composition)	3	Chemistry	3	Home Economics 102	3	
	History or Foreign Language	3			Art 150 (Related Art)	3	History or Foreign Language	3			(Costume & Design)		
	Education (How to Study)	1					Psychology (Elementary)	3					
	Physical Education	1					Sociology (Personal problems & Adjustments)	1					
		<u>1</u>					Physical Education	<u>1</u>					
		8			3			11			3		3
Kansas State College	College Rhetoric	3	General Chemistry (110)	5	Elementary Design (Art 101A)	2	Rhetoric	3	General Organic Chemistry (Chemistry 122)	5	Elementary Design (Art 101A)	2	
	Psychology (Education 181)	3					Physical Education	R			Foods I- (Foods & Nutrition) 102	5	
	Personal Health (Child Welfare 101)	2											
	Home Economics Freshman Lectures (General Home Economics 101)	R											
	Physical Education 151	R											
		<u>8</u>			5	2		<u>3</u>			5		7
University of Wisconsin	English 1a (Composition)	3	Chemistry 1a (General)	5	Household Economics 9 (Introductory to Home Economics)	1	English 1b (Comp.)	Credits 3	Chemistry 1b. (Gen)	Credits 5	Home Economics 3 (Introduction to Food Study)	Credits 3	
	Foreign Language	4			Home Economics 2 (Art & Design)	3	Foreign Language	4					
	Physical Education	0				4	Physical Education	0					
		<u>7</u>			5			<u>7</u>			5		3
Woman's College of the University of North Carolina	English 1-(Rhetoric & Composition)	3	Biology 3 (Elementary Biology)	3	Home Economics 2.(Textiles & Clothing)	3	English 2 (Rhetoric & Composition)	3	Physics 3 (General Physics)	3	Art I (Art Structure)	3	
	History	3			Home Economics 3.(Home Economic Problems)	1	History 2	3					
	Foreign Language	3				4	Foreign Language	3					
		<u>9</u>			3			<u>9</u>			3		3
Colorado Agricultural College	English 2-(Rhetoric & Composition)	3	Chemistry (Inorganic)	5	Home Economics I.(Color Essentials)	2	English 2	3	Chemistry 3 &4 (Inorganic)	5	Home Economics 2 (Applied Design)	2	
	English 51 (19c Literature)	2			Home Economics 16-(Clothing & Construction & Textiles)	2	English 52- Literature	2	Physiology	3	Home Economics 50 (Hygiene & Home care of Sick)	2	
	M 1.(Mathematics)	5					Physical Education	1	Zoology	2			
	Physical Education	1											
		<u>1</u>						<u>6</u>			10		4
		11			5	4							

TABLE VIII-C. Uniform First Year- Prescribed on Basis of Three Terms or Quarters

Institution	First Term Courses						Second Term Courses						Third Term Courses					
	Academic	Cr.	Scientific	Cr.	Technical	Cr.	Academic	Cr.	Scientific	Cr.	Technical	Cr.	Academic	Cr.	Scientific	Cr.	Technical	Cr.
The Drexel Institute	English 1. (Comp. & Lit)	4	Chemistry (Inorganic)	4	Home Economics I. (Textiles)	3	English 2 (Comp. & Literature)	4	Chemistry (Inorganic)	4	Home Economics 7 (Art Appreciation)	3	English 3 (Comp & Lit)	4	Chemistry 30 (Organic)	4	Home Economics 2 (Clothing Problems)	3
			Biological Science (Gen. Microbiology)	3	H. Ec. 3 (Orientation)	2			Biological Science 3 (Pathogenic Bacteriology)	3					Biological Science (Gen. Physiology)	3	Home Economics 4 (El. Nutrition)	3
		<u>4</u>		<u>7</u>		<u>5</u>		<u>4</u>		<u>7</u>		<u>3</u>		<u>4</u>		<u>7</u>		<u>6</u>
Iowa State College	English 40a (Comp)	3	Chemistry 509 (Gen. Chemistry)	4	Applied Art (Elementary Design)	2	English 40b (Comp)	3	Chemistry 509b (Metallic Elements)	4	Applied Art (Elementary Design)	3	English 40c (Comp)	3	Physics 106 (Gen)	4	Household Equipment 410	3
	Hygiene 4	3	(Non metallic Chemistry)				Physical Education	0	Zoology 22a (Biology)	3	Textiles & Clothing (Textiles)	3	Physical Education (3 terms - 1 point)	1			Food & Nutrition 340a (Food Preparation)	4
	Government 214 (Constitution & Government)	3																
	Social Ethics	R																
	Library Instruction	R																
	Physical Education	0																
		<u>9</u>		<u>4</u>		<u>2</u>		<u>3</u>		<u>7</u>		<u>6</u>		<u>4</u>		<u>4</u>		<u>7</u>
University of Tennessee	English 111 (Comp)	<u>3</u>		<u>Q. Hrs.</u>	Textiles & Clothing	3	English 112 (Comp)	3	Zoology 121 (Human Physiology)	4	Textiles & Clothing 112	3	English 113 (Comp)	3	Zoology 122	4	Textiles & Clothing 113	3
	History or Mathematics or Foreign Language	3 1/3			Foods & Nutrition 121 (Meal Prep.)	3	Mathematics or Foreign Language	3 1/3			Foods & Nutrition 122	3	Mathematics or Foreign Language	3 1/3			Art 111 (El. Design)	3
	Physical Education	1 1/3			Foods & Nutrition 123 (El. Dietetics)	3	Physical Education	1 1/3					Physical Education	1 1/3				
		<u>7 1/3</u>		<u>0</u>		<u>9</u>		<u>7 1/3</u>		<u>4</u>		<u>6</u>		<u>7 1/3</u>		<u>4</u>		<u>6</u>

TABLE VIII-B. Uniform First Year - Prescribed on Basis of Two Semesters

Name of Institution	Academic	Scientific	First Semester Courses	Technical
Alabama College	English (Composition) 3 History or Foreign Language 3 Education (How to Study) 1 Physical Education 1	Chemistry (General) 3	Home Economics 3 101 102 (Related Art)	
Kansas State College	College Rhetoric 3 Psychology (Education 101) 3 Personal Health (Child Welfare) 2 Home Economics 2 Freshman Lectures (General Home Economics 101) 2 Physical Education 2	General Chemistry (110) 3	Elementary Design (and 101A)	
University of Wisconsin	English 1a (Composition) 3 Foreign Language 4 Physical Education 0	Chemistry 1a (General) 3	Household Economics 3 (Production to Home Economics) 3 Home Economics 3 (Art & Design) 3	
Women's College of the University of North Carolina	English 1-(Rhetoric & Composition) 3 History 3 Foreign Language 3	Biology 3 (Elementary Biology)	Home Economics 3 3. Textiles Clothing Home Economics 3 3. Home Economics The Problem	
Colorado Agricultural College	English 2-(Rhetoric & Composition) 3 English 51 (190 Literature) 2 M. I. (Mathematics) 3 Physical Education 1	Chemistry (Inorganic) 3	Home Economics 3 1. Color Materials Home Economics 3 18-Clothing Construction Textiles	

TABLE VIII-D Uniform First Year with Some Electives on Basis of Three Terms

TABLE VIII-D Uniform First Year with Some Electives on Basis of Three Terms													
First Term Courses					Second Term Courses				Third Term Courses				
Institution	Academic	Hrs.	Scientific	Technical	Hrs.	Academic	Hrs.	Scientific	Hrs.	Technical	Hrs.		
Oregon State Agricultural College Curriculum A	Social Science	3	Biology or	Color & Comp.	3	Social Science	3	Biology or	3	Color & Composition	3	Social Science	3
	English Comp (Eng 111)	3	Physical Science	(A. A. 160)	3	English Comp. (Eng. 112)	3	Physical Science	3	(A. A. 161)	3	Eng. Comp. (Eng. 113)	3
	Social Ethics R	0		Intro. to Home	0	Physical Education R	0					Physical Ed. (R)	0
	Physical Ed R	0		Economics (H. Ad. 111)	3	Gen. Hygiene (PE 112)	1					Gen. Hygiene (PE 113)	1
	Gen. Hygiene (PE 111)	1				El. Phys. Ed. (PE 115)	1					El. Phys. Ed. (PE 116)	1
	El. Phys. Ed (PE 114)	1				Appreciation of Music (Mu 120)	1					Free Elective	3
							9		3		3		11
												3	
Curriculum B	Social Science	3	El. Gen. Chemistry	Color & Comp.	3	Social Science	3	El. Gen. Chemistry	3	Color & Composition	3	Social Science	3
	English Comp (Eng 111)	3	(Chemistry 201)	(A. A. 160)	3	English Comp. (Eng 112)	3	(Chem 202)	3	(A. A. 161)	3	Eng. Comp. (Eng. 113)	3
	Social Ethics (PE 111)	0		Intro. to Home	0	Social Ethics (R)	0					Social Ethics	0
	Gen. Hygiene	1		Economics (H. Ad. 101)	3	Gen. Hygiene (PE 112)	1					Gen. Hygiene (PE 113)	1
	El. Phys. Ed. (PE 114)	1				El. Phys. Ed. (PE 115)	1					El. Phys. Ed. (PE 116)	1
						Appreciation of Music (Mus. 120)	1					Free Elective	3
							9		3		3		11
												3	
Curriculum C. No Specified Program stated													
George Peabody College for Teachers	English	3	Science	4	Fine and Practical Arts	4	English	3	Science	4	Fine & Practical Arts	4	
	Social Science	3				Social Science	3						
	Foreign Language	3				Foreign Language	3						
	Physical Education	1				Physical Education	1						

TABLE VIII-C. Uniform First Year - Prescribed on Basis of Three Years of University

Institution	Academic	Cr.	Scientific	Cr.	Technical
The Drexel Institute	English I. (Comp. & Lit.)	4	Chemistry (Inorganic) Biological Sciences (Gen. Microbiology)	4 3	None H. No. 3 (Or) Institution
<hr/>					
Low State College	English 40a (Comp) Hygiene & Government 214 (Constitution & Government) Social Ethics Library Instruction Physical Education	3 3 3 R R O	Chemistry 509 (Gen. Chemistry) (Non metallic Chemistry)	3 3	Applied & (Algebra)
<hr/>					
University of Tennessee	English III (Comp) History or Mathematics or Foreign Language Physical Education	3 2 1 1 1/2		3	Textiles & Clothing Codes & Laws 121 (Food & Food & Water 123 (Food & Food & Water)
<hr/>					
		7 1/2		0	

TABLE VIII-E Uniform First Year with Some Electives- Prescribed on Two Semester Basis

Institutions	First Semester Courses					Second Semester Courses						
	Academic	Units	Scientific	Units	Technical	Units	Academic	Units	Scientific	Units	Technical	Units
Margaret Morrison Carnegie College	English 1 (English Composition)	9	Chemistry 1 (Gen.Chem)	10			English 1 (English Composition)	9	Chemistry 1 (General Chemistry)	10		
	History 1 (Medieval)	9	or				History 1 (Medieval)	9	or			
	Hygiene	2	Physics 1				Physical Education	3	Physics 1 (El. Gen. Physics)			
	Physical Education 1	2	(El. Gen. Phy.)									
	Two Electives or Psychology and one elective					18	Two Electives or Psychology and one elective					18
		<u>22</u>		<u>10</u>	<u>18</u>		<u>21</u>		<u>10</u>			<u>18</u>
University of Illinois	Rhetoric I (Composition)	<u>Sem. Hrs.</u> 3	Chemistry 1 or 2	<u>Sem. Hrs.</u> 5-3	Art 13A (Design)	<u>Sem.Hrs.</u> 2	Rhetoric II (Composition)	<u>Sem. Hrs.</u> 3	Chemistry 5 (Qualitative)	<u>Sem. Hrs.</u> 5	Art 13b (Design)	<u>Sem. Hrs.</u> 2
	Physical Education	1	Non Metallic Elements		Home Economics		Physical Education	1	Botany 1 or)	General 5		
	Hygiene	2			7 (Textiles)	3			Zoology 1)			
	Free Electives 0- 2 Hours -----											
		<u>6</u>		<u>5</u>	<u>5</u>		<u>4</u>		<u>10</u>		<u>2</u>	

TABLE VIII-E Uniform First Year with Some Electives - Prescribed on two Semester Basis

Institutions	Academic	Units	Scientific	Units	Technical
Margaret Morrison Carnegie College	English I (English Composition) History I (Medieval) Hygiene Physical Education I	3 3 2 2	Chemistry I (Gen. Chem.) or Physics I (El. Gen. Phy.)	3 3 2 2	10
Two Electives or Psychology and one elective					
		33		10	

University of Illinois	Gen. Hrs.	Chemistry	Gen. Hrs.	Gen. Hrs.
Rhetoric I (Composition) Physical Education Hygiene	3 1 2	1 or 2 Non Metallic Elements	3-5 7-8	7-8 10-12
Free Electives	0-2 Hours			
	8		3	

Academic Requirement

The academic requirement varies with the different institutions.

English is the only academic subject which is required by every institution. The amount of time spent or credit given varies in this subject. Table No. IX lists the English requirement for each school. These are expressed in year hours, semester hours, term hours, and credit units.

	Year Hours	Semester Hours	Quarter Hours	Units
Woman's College of the University of North Carolina		6		
Colorado Agricultural College		4		
The Brexal Institute			12	
Iowa State College		8		
University of Tennessee		8		
Oregon Agricultural College		8		
Margaret Morrison Carnegie College				16
University of Illinois		6		
George Peabody College for Teachers			6	

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institutions.

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TABLE IX- English Requirement for the First Year

<u>Name of Institution</u>	<u>Year Hours</u>	<u>Semester Hours</u>	<u>Quarter Hours</u>	<u>Units</u>
Cornell University	6			
University of Texas	6			
University of Minnesota	9			
Alabama College		6		
Kansas State College		6		
Simmons College	3			
University of Wisconsin		6		
Woman's College of the University of North Carolina		6		
Colorado Agricultural College		6		
The Drexel Institute			12	
Iowa State College			9	
University of Tennessee			9	
Oregon Agricultural College		9		
Margaret Morrison Carnegie College				18
University of Illinois		6		
George Peabody College for Teachers			9	

TABLE IX- English Requirement for the First Year

Name of Institution	Year Hours	Semester Hours	Quarter Hours	Units
Cornell University	6			
University of Texas	6			
University of Minnesota	9			
Alabama College		6		
Kansas State College		6		
Simmons College	3			
University of Wisconsin	6			
Woman's College of the University of North Carolina	6			
Colorado Agricultural College	6			
The Prexel Institute			12	
Iowa State College			9	
University of Tennessee			9	
Oregon Agricultural College		9		
Margaret Morrison Carnegie College				12
University of Illinois	6			
George Peabody College for Teachers			9	

Foreign Language

Foreign language is required by six of the sixteen institutions. These are Alabama College, the University of Texas, the University of Wisconsin, the Woman's College of the University of North Carolina, the University of Tennessee, and George Peabody College for Teachers. Of these Alabama College, the University of Tennessee, and George Peabody College for Teachers require foreign language as a limited elective.

There is no uniformity in requirement for other academic courses.

A wide range of subjects is offered and required, generally as semester and term courses rather than year courses.

Table X shows the range of these courses together with the names of the institutions which offer them.

Orientation	Carroll University
Appreciation of Music	Oregon Agricultural College
Library Instruction	Iowa State College
Hygiene	Oregon Agricultural College Iowa State College
Household Economics	Kansas State College
Freshman Lectures	

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TABLE X.- Range of Academic Courses Offered in the First Year
by Sixteen Institutions

Subject Offered	Institutions
History	Alabama College Woman's College of the University of North Carolina Margaret Morrison Carnegie College University of Tennessee
Government- Constitution and Government	Iowa State College
Education- How to Study	Alabama College
Psychology	Alabama College Kansas State College
Sociology- (Personal Problems and Adjustments)	Alabama College University of Minnesota
Sociology	Iowa State College
Social Ethics	Oregon Agricultural College
Mathematics	Colorado Agricultural College University of Texas University of Tennessee
English Literature	Colorado Agricultural College
Orientation	Cornell University
Appreciation of Music	Oregon Agricultural College
Library Instruction	Iowa State College
Hygiene	Oregon Agricultural College Iowa State College
Household Economics Freshman Lectures	Kansas State College

Five institutions,- Simmons College, Colorado Agricultural College, The Drexel Institute, Iowa State College and the Woman's College of the University of North Carolina- require a course in biology.

Three others, Cornell University, Oregon Agricultural

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Psychology	Alabama College Kansas State College
Sociology-- (Personal Problems and Adjustments)	Alabama College University of Minnesota Iowa State College Oregon Agricultural College
Sociology Social Ethics	
Mathematics	Colorado Agricultural College University of Texas University of Tennessee
English Literature	Colorado Agricultural College
Orientation	Cornell University
Appreciation of Music	Oregon Agricultural College
Library Instruction	Iowa State College
Hygiene	Oregon Agricultural College Iowa State College
Household Economics Freshman Lectures	Kansas State College

Science Requirements

Of the five sciences, biology, botany, chemistry, physics and zoology, chemistry is the only one which is required by any appreciable number of the institutions studied.

Twelve of the sixteen schools having a definitely prescribed program require chemistry in the first year. Eleven of these twelve require a full year of work in chemistry, while one, Iowa State College, requires only two terms' work (two-thirds of a year) in this subject.

Two more institutions,- Margaret Morrison Carnegie College, and George Peabody College for Teachers, allow a choice between chemistry, and physics or biology.

Only three of the sixteen institutions require work in physics in the first year. Simmons College requires a full year of physics; Iowa State College, one term, and the Woman's College of the University of North Carolina one semester of work in physics.

Margaret Morrison Carnegie College and George Peabody College for Teachers offer physics as an alternative to chemistry in the freshman year.

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Three others, Cornell University, Oregon Agricultural

TABLE XI.- Science Requirements in the First Year

College and George Peabody College for Teachers, require biology or botany or zoology.

Table XI shows the science requirements in the first year of sixteen institutions.

	Chemistry	Physics	Biology	Botany	Zoology
Minnesota	x				
	2 Sem.				
Alabama College	x				
Kansas State College	2 Sem.				
	x				
Simmons College	2 Sem.	2 Sem.	1 Sem.		
	x	x	x		
Colorado Agricultural College	2 Sem.		1 Sem.		1 Sem.
	x		x		x
The Drexel Institute	3 Terms		2 Terms		
	x		x		
Iowa State College	2 Terms	1 Term	1 Term		
	x	x	x		
Oregon Agricultural College	x			x of Physical Sciences	
	Curr. 5				
Margaret Morrison Carnegie College	2 Sem.	2 Sem.			
	2 or	x			
University of Illinois	2 Sem.			1 Sem.	1 Sem.
	x			x or	x
George Peabody College for Teachers	3 Terms	3 Terms	3 Terms	3 Terms	3 Terms
	x or	x or	x or	x or	Mathematics
University of Wisconsin	2 Sem.				
	x				
Woman's College of University of North Carolina		1 Sem.	1 Sem.		
		x	x		
University of Tennessee					2 Terms
					x

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Table XI shows the science requirements in the first

year of sixteen institutions.

TABLE XI.-- Science Requirement in the First Year

	Chemistry	Physics	Biology	Botany	Zoology
	1 Year		1 Year	1 Year	1 Year
Cornell University	x		x or X	or	x
University of Texas	1 Year x				
University of Minnesota	1 Year x				
Alabama College	2 Sem. x				
Kansas State College	2 Sem. x				
Simmons College	2 Sem. x	2 Sem. x	1 Sem. x		
Colorado Agricultural College	2 Sem. x		1. Sem. x		1 Sem. x
The Drexel Institute	3 Terms x	1 Term	3 Terms x		
Iowa State College	2 Terms x	1 Term x	1 Term x		
Oregon Agricultural College	x Curr. B		x of Physical Sciences		
Margaret Morrison Carnegie College	2 Sem. x or	2 Sem. x			
University of Illinois	2 Sem. x			1 Sem. x or	1 Sem. x
George Peabody College for Teachers	3 Terms x or	3 Terms x or	3 Terms or	3 Terms or	Mathematics
University of Wisconsin	2 Sem. x				
Woman's College of University of North Carolina		1 Sem. x	1 Sem. x		
University of Tennessee					2 Terms x

TABLE XI. - Science Requirement in the First Year

Chemistry	Physics	Biology	Botany	Zoology
1 Year	1 Year	1 Year	1 Year	1 Year
x	x	x	x	x
Cornell University				
University of Texas				
University of Minnesota				
Alabama College				
Kansas State College				
Simmons College				
Colorado Agricultural College				
The Brexel Institute				
Iowa State College				
Oregon Agricultural College				
Margaret Morrison Carnegie College				
University of Illinois				
George Peabody College for Teachers				
University of Wisconsin				
Women's College of University of North Carolina				
University of Tennessee				

Technical Requirements

Work in home economics is begun in the first year in every one of the twelve institutions having a prescribed program.

Four institutions - Cornell University, The Drexel Institute, Iowa State College, and the University of Tennessee- begin work in each of the major divisions of home economics- foods and nutrition, textiles and clothing, and related art, in the first year.

Two institutions- The Woman's College of the University of North Carolina and Colorado Agricultural College begin with work in textiles and clothing, and in related art.

Four institutions- the University of Texas, the University of Minnesota, Kansas State College, and the University of Wisconsin- begin with foods, and art.

Two institutions- Simmons College and Alabama College- have only a course in art in the first year.

Five institutions- the University of Texas, Kansas State College, the University of Wisconsin, Iowa State College, and the University of Tennessee- offer courses in food preparation, while four institutions- Cornell University, The Drexel Institute, and the University of Tennessee- begin with courses in nutrition and dietetics in the freshman year.

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while four institutions - Cornell University, The Bronx Institute, and the University of Tennessee - begin with courses in nutrition and dietetics in the freshman year.

In the field of textiles and clothing, six institutions - the University of Minnesota, the Woman's College of the

University of North Carolina, Colorado Agricultural College, The Drexel Institute, Iowa State College, and the University of Tennessee- begin with a course in textiles, while four institutions- Cornell University, the Woman's College of the University of North Carolina, Colorado Agricultural College, and the University of Tennessee- start work in clothing construction.

In the field of Related Art- eight institutions offer courses in principles of design. These institutions are Simmons College, the University of Minnesota, Kansas State College, the University of Wisconsin, the Woman's College of the University of North Carolina, Colorado Agricultural College, Iowa State College, and the University of Tennessee.

Four institutions- the University of Texas, Alabama College Cornell University and The Drexel Institute- give courses in applied art and art appreciation in the freshman year.

Four institutions- Alabama College, the University of Wisconsin, the Woman's College of the University of North Carolina, and The Drexel Institute- give introductory courses in Home Economics in the first year.

Iowa State College gives a course entitled Household Equipment.

Colorado Agricultural College includes a course in the care of the sick in the first year program.

Table XII shows the work in home economics required in the first year program.

First year program.

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Colorado Agricultural College includes a course in the Equipment.

Iowa State College gives a course entitled Household in Home Economics in the first year.

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College, and the University of Tennessee. of North Carolina, Colorado Agricultural College, Iowa State

University of Wisconsin, the Woman's College of the University College, the University of Minnesota, Kansas State College, the

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The Drexel Institute, Iowa State College, and the University of University of North Carolina, Colorado Agricultural College,

TABLE XII.- Home Economics Courses Required in the First Year

Institution	Foods & Nutrition		Textiles & Clothing		Related Art	
	Food Preparation	Dietetics & Nutrition	Textiles	Construction	Principles	Application
Cornell University		x		x		x
Simmons College					x	
University of Texas	x					x
University of Minnesota		x	x		x	
Alabama College						x
Kansas State College	x				x	
University of Wisconsin	x				x	
Woman's College of the University of North Carolina			x	x	x	
Colorado Agricultural College			x	x	x	
The Drexel Institute		x	x			x
Iowa State College	x		x		x	
University of Tennessee	x	x	x	x	x	
Total	5	4	6	4	8	4

TABLE XII. - Home Economics Courses Required in the First Year

Institution	Food & Nutrition	Food Prep- Diet- ics & Nutrition	Text- iles	Textiles & Clothing Construction	Related Art
Cornell University	x			x	x
Simmons College					x
University of Texas	x				x
University of Minnesota		x	x		x
Alabama College					x
Kansas State College	x				x
University of Wisconsin	x				x
Woman's College of the University of North Carolina			x	x	x
Colorado Agricultural College			x	x	x
The Brexel Institute	x	x	x		x
Iowa State College	x		x		x
University of Tennessee	x	x	x	x	x
Total	5	4	6	4	8

Summary

The wide range of curricula offered (42 programs offered by 19 institutions), and the small number of institutions offering curricula of similar title (25 curricula offered by only one institution each) reveals a marked lack of uniformity in organization of home economics material.

The titles of the curricula indicate that in most cases the programs have been organized with a definite professional objective in mind, rather than with the aim of presenting a well rounded study of the field of home economics.

If we regard prescribed courses as being those which are considered essential to a satisfactory understanding of the content, objectives and ideals of home economics, we again find that there is no uniformity of opinion regarding these. With prescribed work ranging from zero (Connecticut College, the University of California and the University of Chicago) to three years of work (the Woman's College of the University of North Carolina, and the University of Texas) there is no uniformity of opinion apparent.

Analysis of the prescribed work in the first year reveals only English and Chemistry occuring with any degree of frequency. As for the beginning work in the field of home economics, there is no uniformity. Two institutions- Simmons College and Alabama College require only a course in related art in the first year, while the University of Tennessee

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requires food preparation, nutrition, textiles, clothing construction, and principles of design, all in the first year.

GENERAL HOME ECONOMICS

The survey of the curricula in home economics that are offered by the various institutions studied has already brought out the fact that there are few of sufficiently similar title to warrant their being grouped together for comparative study.

The fact that seven institutions is the largest number offering a course with the same title has been pointed out. There are several other courses which are offered by five or six institutions.

Altho generalizations cannot be made from a survey of so small a number of cases, a detailed study of these few may prove of interest.

There are six institutions which offer a general course in home economics. These are Colorado Agricultural College, Kansas State College, the University of Illinois, the University of Minnesota, the University of Tennessee and the University of Texas.

These courses are "planned primarily to meet the needs of students who desire a knowledge of the general principles and facts of home economics."¹¹

11.- University of Illinois Bulletin, Annual Register 1932-33, p. 123

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CHAPTER IV

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11. - University of Illinois Bulletin, Annual Register
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The Universities of Tennessee and of Texas, and Colorado Agricultural College specify that their programs are designed for college women who are interested primarily in the problems of home-making.

Prescribed and Elective Work

Four of these schools- Colorado Agricultural College, the University of Tennessee, Kansas State College and the University of Texas- have two full years of prescribed work.

The other two- the University of Illinois and the University of Minnesota,- have one year of prescribed work, and part prescribed and part elective in the second year.

Throughout this study electives which are limited as, for example, a choice of one of several foreign languages, or one of the several sciences- are treated as required courses- in as much as they do not affect an analysis of programs according to the divisions made into academic, scientific and technical courses.

All electives that are not defined or limited in any way are treated as free electives.

All six institutions allow considerable opportunity for electives during the junior and senior years.

The University of Texas lists a specific amount of prescribed work which must be completed together with a certain amount of elective work before the course is completed. However, definite time and order of courses is not stated. The bulletin states that prescribed work must be completed in the

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junior and senior years together with additional home economics courses, the choice of which "should be made with the advice of the Chairman of the Department."¹²

The University of Illinois allows two to four hours of electives in the second semester of the second year, about two hours in the first half of the third year, and ten hours in the second half of that year. The fourth year program is all electives, being arranged along the lines of the major interest of the student.

All of the remaining institutions- Colorado Agricultural College, Kansas State College, the University of Minnesota, and the University of Tennessee- allow varying amounts of elective work, ranging from about one-fourth to one-half of the years' work.

Table XIII shows the proportion of elective work expressed in terms of year credits (University of Minnesota) semester hours (Colorado, Kansas and Illinois) and term hours (University of Tennessee).

12- University of Texas Bulletin, Part VI College of Arts and Sciences and School of Education 1932-1933, p.38

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The University of Illinois allows two to four hours of electives in the second semester of the second year, about two hours in the first half of the third year, and ten hours in the second half of that year. The fourth year program is all electives, being arranged along the lines of the major interest of the student.

All of the remaining institutions - Colorado Agricultural College, Kansas State College, the University of Minnesota, and the University of Tennessee - allow varying amounts of elective work, ranging from about one-fourth to one-half of the year's work.

Table XIII shows the proportion of elective work expressed in terms of year credits (University of Minnesota), semester hours (Colorado, Kansas and Illinois) and term hours (University of Tennessee).

12 - University of Texas Bulletin, Part VI College of Arts and Sciences and School of Education 1933-1934, p. 38

TABLE XIII.- Amount of Time Allowed for Free Electives in the General Home Economics Curricula

School	Second Year	Third Year	Fourth Year	Total Credits for Graduation
Colorado Agricultural College	0	11	19	160
Kansas State College	0	6	17	124
University of Illinois	2-4	12 - 14	All Elective	120
University of Minnesota	1-11	17	33	193
University of Tennessee	0	15	12	197

TABLE VII. - Amount of Time Allowed for Free Electives in the General Home Economics Curriculum

School	Second Year	Third Year	Fourth Year	Total Credits for Graduation
University of Tennessee	0	15	12	107
University of Minnesota	1-11	IV	33	193
University of Illinois	2-4	12-14 Elective	61	120
Kansas State College	0	3	IV	124
Colorado College	0	11	19	180

Distribution of Time in Academic, Scientific, and
Technical Courses.

One of the six institutions offering a general course in home economics,- the University of Texas- lists its requirements for the degree in a general way which makes it impossible to arrange the courses in year units- since the hour evaluation of each course is not stated in the bulletin.

However, the requirements for graduation are stated in terms of academic, scientific, and technical courses, and these are listed in Table XIV-A.

Distribution of Work in Academic, Scientific, and
Technical Courses.

One of the six institutions offering a general course in
Home Economics - The University of Texas - lists its require-
ments for the degree in a general way which makes it impossible
to average the courses in year units - since the hour evaluation
of each course is not stated in the bulletin.

However, the requirements for graduation are stated in

terms of academic, scientific, and technical courses, and

these are listed in Table XIV-A.

TABLE XIV.- A- Distribution of Time in Academic, Scientific,
and Technical Work- for Plan I,
University of Texas.

Academic	Scientific	Technical
12 Sem. Hours English	24-30 Sem. Hrs. Science	36 Sem. Hours home economics
6 Sem. Hours Mathematics		
12 Sem. Hours for Language		
3-6 Sem. Hours Philosophy or Psychology		18 Sem. Hours advanced home economics
3 Sem. Hours U. S. Government		
Economics-312-131 (Time not given)		
12 Sem. Hours advanced work not specified		
Enough other work to make 120 Semester Hours		

-58-

TABLE XIV. - A - Distribution of Time in Academic, Scientific,
and Technical Work for Plan I,
University of Texas.

Academic	Scientific	Technical
12 Sem. Hours English	24-30 Sem. Hrs. Science	36 Sem. Hours home economics
6 Sem. Hours Mathematics		
12 Sem. Hours for Lan- guage		
3-6 Sem. Hours Philosophy or Psychology		18 Sem. Hours ad- vanced home economics
3 Sem. Hours U. S. Gov- ernment		
Economics-312-131 (Time not given)		

12 Sem. Hours advanced work not specified
Enough other work to make 120 Semester Hours

The remaining five institutions- Colorado Agricultural College, the University of Illinois, Kansas State College, the University of Minnesota, and the University of Tennessee block out the program for each of the four years. The courses have been classified into academic, scientific, and technical groups- and the evaluations totaled.

These are arranged in tabular form in Table XIV-B. The time allowed for free electives is stated as such, and totaled in the year points.

The total of year credits for the four years should equal the minimum requirement in points for graduation. There are two cases- namely the University of Minnesota and the University of Tennessee- where there are apparent errors in arithmetic in the bulletin; in each case the difference being one point only.

III	8	8	7	(18-14)	32
IV	8	8	10	(8-10)	30
Total Free Electives					32-38
Minimum Requirement for Degree					120

The remaining five institutions- Colorado Agricultural College, the University of Illinois, Kansas State College, the University of Minnesota, and the University of Tennessee block out the program for each of the four years. The courses have been classified into academic, scientific, and technical groups- and the evaluations totaled.

These are arranged in tabular form in Table XIV-B. The time allowed for free electives is stated as such, and totaled in the year points.

The total of year credits for the four years should equal the minimum requirement in points for graduation. There are two cases- namely the University of Minnesota and the University of Tennessee- where there are apparent errors in arithmetic in the bulletin; in each case the difference being one point only.

TABLE XIV-B. Distribution of Time in Academic, Scientific, and Technical Courses in General Home Economics Curriculum

Colorado Agricultural College					
Year	Academic Sem. Pts.	Scientific Sem. Pts.	Technical Sem. Pts.	Free Elective Sem. Pts.	Total Credits Sem. Pts.
I	17	15	8	0	40
II	14	19	7	0	40
III	14	5	10	11	40
IV	3	1	17	19	40
IV	Minimum Requirement for Degree				120

University of Illinois					
Year	Academic Sem. Hrs.	Scientific Sem. Hrs.	Technical Sem. Hrs.	Free Elective Sem. Hrs.	Total Credits Sem. Hrs.
I	10	15	7	0	32
II	8	10	14	(2 - 4)	32
III	8	5	7	(12- 14)	32
IV	6	0	10	(8-10)	30
Total Free Electives					22- 28
Minimum Requirement for Degree					120
Additional Courses in line of specification					
Minimum Requirement for Degree					192

Note- Bulletin states 193 Total Credits
Program totals 192 Total Credits

TABLE XIV-B. Distribution of Time in Academic, Scientific, and Technical Courses in General Home Economics Curriculum

Colorado Agricultural College					Year
Academic	Scientific	Technical	Free Elective	Total	
Sem. Hrs.	Sem. Hrs.	Sem. Hrs.	Sem. Hrs.	Sem. Hrs.	
14	15	8	0	40	I
14	19	7	0	40	II
14	5	10	11	40	III
3	1	17	19	40	IV
Minimum Requirement for Degree					120

University of Illinois					Year
Academic	Scientific	Technical	Free Elective	Total	
Sem. Hrs.	Sem. Hrs.	Sem. Hrs.	Sem. Hrs.	Sem. Hrs.	
10	15	7	0	32	I
8	10	14	(2-4)	32	II
8	5	7	(12-14)	32	III
8	0	10	(8-10)	30	IV
Total Free Electives 22-28					126
Minimum Requirement for Degree					120

TABLE XIV -B (Continued) Distribution of Time in Academic,
Scientific and Technical Courses in General
Home Economics Curriculum

<u>Kansas State College</u>					
Year	Academic	Scientific	Technical	Free Electives	Total Credits
	Sem. Hrs.	Sem. Hrs.	Sem. Hrs.	Sem. Hrs.	Sem. Hrs.
I	11	10	9	0	30
II	9	13	10	0	32
III	13	3	9	6	31
IV	3	0	11	17	31
Minimum Requirement for Degree					124
Minimum Requirement for Degree					198

<u>University of Minnesota</u>					
Year	Academic	Scientific	Technical	Free Electives	Total Credits
	Quarter Hrs.	Qtr. Hrs.	Qtr. Hrs.	Quarter Hrs.	Qtr. Hrs.
I	15	18	13	0	96
II	10	15	9-11	1-11	
III	8	4	16		48
20 Hours prescribed by line of specification					
IV	0	0	15		48
Additional Courses in line of specification					
Minimum Requirement for Degree					192

Note- Bulletin states 193 Total Credits
Program totals 192 Total Credits

TABLE XIV - B (Continued) Distribution of Time in Academic, Scientific and Technical Courses in General Home Economics Curriculum

Kansas State College

Year	Academic	Scientific	Technical	Free Electives	Total Credits
	Sem. Hrs.	Sem. Hrs.	Sem. Hrs.	Sem. Hrs.	Sem. Hrs.
I	11	10	9	0	30
II	9	13	10	0	32
III	13	3	9	6	31
IV	3	0	11	17	31

Minimum Requirement for Degree

134

University of Minnesota

Year	Academic	Scientific	Technical	Free Electives	Total Credits
	Quarter Hrs.	Qtr. Hrs.	Qtr. Hrs.	Quarter Hrs.	Qtr. Hrs.
I	15	18	13	0	()
II	10	15	9-11	1-11	()
III	8	4	15		48
IV	0	0	15		48

20 Hours prescribed by line of specification
Additional Courses in line of specification

Minimum Requirement for Degree

132

Note- Bulletin states 132 Total Credits
Program totals 132 Total Credits

TABLE XIV-B (Continued) Distribution of Time in Academic,
Scientific, and Technical Courses in General
Home Economics Curriculum

<u>University of Tennessee</u>					
Year	Academic	Scientific	Technical	Free Electives	Total
	Quarter Hrs	Quarter Hrs.	Qtr, Hrs.	Quarter Hrs.	Credits
					Qts. Hrs.
I	22	8	21	0	51
II	25	16	9	3	53
III	9	7	21	12	49
IV	3	0	30	12	45
			12 Hrs. Home Economics Elee- tive		

Minimum Requirement for Degree

198
197*

Note- Difference due to error in addition in the prescribed
program for the second year as stated in the bulletin.

TABLE XIV-B (Continued) Distribution of Time in Academic, Scientific, and Technical Courses in General Home Economics Curriculum

University of Tennessee					Year
Academic	Scientific	Technical	Free Electives	Total	
Quarter Hrs.	Quarter Hrs.	Quarter Hrs.	Quarter Hrs.	Quarter Hrs.	
22	8	21	0	51	I
25	15	9	3	52	II
9	7	21	12	49	III
3	0	30	12	45	IV

12 Hrs. Home Economics Elective

Minimum Requirement for Degree

198
197*

Note- Difference due to error in addition in the prescribed program for the second year as stated in the bulletin.

By totaling the requirement in each division for the four years, the minimum requirement in academic, scientific and technical courses is obtained.

In its prescribed work Colorado is the only institution which requires more academic work than either scientific or technical.

The University of Illinois requires about the same amount of work in each division with slightly more technical work than academic or scientific.

Kansas State College requires about two-thirds as much time in science as in academic and in technical work- and slightly more technical work than academic.

The Universities of Minnesota and of Tennessee are outstanding in the fact that each of them requires much more time spent in the technical work. Minnesota requires fifty-five quarter hours of technical work- thirty-seven hours of science, and thirty-three of academic,- while Tennessee requires eighty-one quarter hours of technical work, thirty-one hours of science and fifty-nine hours of academic work.

These totals are shown in Table XV.

By totaling the requirement in each division for the four

years, the minimum requirement in academic, scientific and

technical courses is obtained.

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These totals are shown in Table XV.

TABLE XV.- Total Minimum Requirement for Academic, Scientific, and Technical Courses for Curriculum in General Home Economics.

Institution	Academic	Scientific	Technical	Free Electives	Total Credits
Colorado Agricultural College	48 Semester Points	40	42	30	160
University of Illinois	32 Sem. Hrs.	30	38 10 Hr. Elective	20	120
Kansas State College	36 Sem. Hrs.	26	39	23	124
University of Minnesota	33 Quarter Hrs.	37	53-55	68	193
University of Tennessee	59 Quarter Hrs.	31	81	27	198

The other five schools- Colorado Agricultural College, the University of Illinois, Kansas State College, the University of Minnesota, and the University of Tennessee- have at least one semester or one term of work in color and design. Kansas State College has two.

Colorado Agricultural College gives color and design, clothing construction, hygiene and home care of the sick in the first year.

The University of Illinois gives design, and textiles in the first year.

Kansas State College begins with two semesters of design, and a course in foods.

The University of Minnesota begins with textiles, color and design, and a nutrition survey.

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University of Minnesota	33 Quarter Hrs.	37	53-55	68	193
University of Tennessee	39 Quarter Hrs.	31	81	27	198

Required Courses in Home Economics in the General
Home Economics Curricula

Each of the six institutions offering a general curriculum in home economics requires certain courses in the field of home economics which must be completed before graduation, and in every case each institution begins the home economics work in the first year.

However, there is considerable variety in both quantity and content of the first year courses.

The University of Texas gives only a course in foods in the first year.

The other five schools- Colorado Agricultural College, the University of Illinois, Kansas State College, the University of Minnesota, and the University of Tennessee- have at least one semester or one term of work in color and design. Kansas State College has two.

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the first year.

Kansas State College begins with two semesters of design,

and a course in foods.

The University of Minnesota begins with textiles, color

and design, and a nutrition survey.

The University of Tennessee requires the largest amount of technical work in the freshman year of any of these schools. It gives design, textiles and clothing, elementary dietetics, and food preparation.

The same variation in requirement is present in the prescribed work for each of the four years, and every program allows some opportunity for electives along the line of the student's special interest.

The prescribed courses, listed by years, for each institution are arranged in Table XVI.

The University of Tennessee requires the largest amount of technical work in the freshman year of any of these schools. It gives design, textiles and clothing, elementary dietetics, and food preparation.

The same variation in requirement is present in the prescribed work for each of the four years, and every program allows some opportunity for electives along the line of the student's special interest.

The prescribed courses, listed by years, for each

institution are arranged in Table XVI.

TABLE XVI.- Required Courses in Home Economics in the General Home Economics Curricula

Year	Colorado Agricultural College	Year Credits	University of Illinois	Sem. Hrs.	Kansas State College	Sem. Hrs.	University of Minnesota	Year Credits	University of Tennessee	Quarter Hours	University of Texas	Sem. Hours
I	Color Clothing Construction Applied Design Hygiene and Home care of Sick	2 2 2	Art (Design) Textiles Design	2 3 2	Elementary Design I Elementary Design II Foods	2 2 5	Textiles Color and Design Nutrition Survey	5 6 2	Textiles & Clothing Food- Preparation & Nutrition Elementary Design Elementary Dietetics	9 6 3 3	Foods	Not Stated
II	Selection and Preparation of Foods Clothing Design & Construction	4 3	Food Prep. Clothing Construction Home Architecture Food Economics (Buying & utilization)	5 4 3 3 2	Costume Design Foods Clothing for Individual	2 3 5	Clothing Problems Related Art Problems Food Preparation	3 3 3-5	Children's Clothing Advanced Meal Preparation Costume Design	3 3 3	Design- Costume Design- House Planning Textiles Elementary Clothing Construction	
III	Nutrition Dietary Studies Textiles Investigation in Cookery	3 2 2 3	Dietetics Home Management Electives Textiles	4 3	Human Nutrition The House Textiles	3 3 3	Food Management Food Marketing House Planning & Equipment Child Training Health- Care of Family Electives	3 2 5 3 3	Home Management House Economics Advanced Dressmaking Clothing Selection House Furnishing Home Nursing Child Development	3 3 3 3 3 3 3	Electives Not Specified	
IV	Home Management Clothing Economics Child Development & Care Domestic Architecture & Interior Decoration Home Practice Child Development & Training Electives	3 3 2 5 2 2	Electives along line of special interest	10	Dietetics The Family Family Health Interior Decoration Electives	4 2 3 2	Home Management Operation & Maintenance Laboratory Nutrition of Family Child Nutrition Electives	3 6 3 3	Home Management (Residence) Problems in House Administration Child Development Nutrition Electives	18 12	Electives	
		42		38		39		53-55		53815		

TABLE XVI. - Required Courses in Home Economics in the General Home Economics Division

Year	Colorado Agricultural College	Year	University of Illinois	Sem. Hrs.	Kansas State College
I	Color Clothing Construction Applied Design Hygiene and Home care of Shop	2 2 2 2	Art (Design) Textiles Design	2 2 2	Elementary Design Elementary Design II Foods
II	Selection and Preparation of Foods Clothing Design & Construction Food Economics (Buying & utilization) Costume Design	4 2 2 2 2	Food Prep. Clothing Construction Home Architecture Food Economics (Buying & utilization) action	2 4 2 2 2	Foods Clothing for Individual
III	Nutrition Dietary Studies Textiles Investigation in Cookery	2 2 2 2	Dietetics Home Management Electives	4 2 2	Human Nutrition The House Textiles
IV	Home Management Clothing Economics Child Development & Care Domestic Architecture & Interior Decoration Home Practice Child Development & Training Electives	2 2 2 2 2 2 2	Electives along line of special interest	10	Dietetics The Family Family Health Interior Decoration Electives
		42		38	

The prescribed courses have been classified under the headings of Related Art, Clothing, Foods, The Family, and Household Management in Table XVII.

From this chart we get the following facts:

- 1.- Every institution requires a course which takes up house planning and furnishing.
- 2.- Every institution requires a course in textiles.
- 3.- Every institution requires at least one course in clothing construction. Colorado Agricultural College has two courses, and the University of Tennessee, three courses in construction.
- 4.- Every institution requires at least one course in food preparation- Kansas State College and the University of Tennessee have two each.
- 5.- Every institution but one- the University of Texas- requires a course in dietetics or nutrition. Of these the University of Illinois requires one: Colorado Agricultural College, Kansas State College, and the University of Minnesota, three courses in dietetics and nutrition.
- 6.- Every institution requires at least one course in color and design- and three of them- Colorado Agricultural College, Kansas State College, and the University of Minnesota- have two courses each.

There are a number of other courses which are required by only one or two of the schools.

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by only one or two of the schools.

Residence in a home management house is required by three institutions- Colorado Agricultural College, the University of Minnesota, and the University of Tennessee. The University of Minnesota has a small child living in its home management house to provide practical experience in child care and training.

Table XVII shows the names and numbers of courses which are prescribed in the general curricula for home economics.

This does not, of course, include all of the home economic courses which will be taken for completion of the program, for each institution requires a certain number of points to be taken from the home economics electives, to be chosen from the line of special interest of the student.

Marketing	2	1		
Management		1		
Dietetics and Nutrition	2	1	2	3
Investigation	1			
<u>The Family</u>				
Health and Nursing	1	1	1	1
The Family		1		
Child Care, Training and Development	2		1	2
<u>Home Management</u>				
Home Management	1	1	1	1
The House		1		
Practice House	1		1	1
Economics of the House				1

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TABLE XVII.- Number of Courses in Each Field of Home Economics Prescribed in the General Home Economics Curricula.

Courses	Colorado Agri College	U. of Kansas Illi- nois	U. of Kansas State College	U. of Minne- sota	U. of Tenn- essee	U. of Texas
<u>Related Art</u>						
Color and Design	2	1	2	2	1	
House Planning and Furnishing	1	1	1	1	1	1
Costume Design			1		1	1
<u>Clothing</u>						
Textiles	1	1	1	1	1	1
Construction	2	1	1	1	3	1
Clothing Selection	1				1	
<u>Foods</u>						
Preparation	1	1	2	1	2	1
Marketing		1		1		
Management				1		
Dietetics and Nutrition	2	1	2	3	2	
Investigation	1					
<u>The Family</u>						
Health and Nursing	1		1	1	1	
The Family			1			
Child Care, Training and Development	2			1	2	
<u>Home Management</u>						
Home Management	1	1		1	1	
The House			1			
Practice House	1			1	1	
Economics of the House					1	

Summary

A detailed study of the six curricula in general home economics reveals the following facts:-

- 1.- There is no uniformity in the amount of prescribed work for the general home economics curricula.

Four of the six institutions studied have two full years of prescribed work, while two others have one full year, and part of the second year prescribed.

- 2.- The amount of elective work allowed varies considerably. The University of Tennessee allows comparatively little elective work, not more than two courses in a term, while the University of Illinois allows all of the fourth year work to be elective.

- 3.- The classification of courses into academic, scientific, and technical groups, shows that the prescribed work in three schools is about evenly divided between these groups, while in the case of the University of Minnesota, and the University of Tennessee, a noticeably greater amount of time is given to the technical courses.

- 4.- Every one of the institutions requires work in:

- (a) Home planning and decoration
- (b) Textiles
- (c) Food Preparation
- (d) Clothing Construction

- 5.- Most of the institutions studied require work in:-

- (a) Nutrition and dietetics
- (b) Household Management

- 6.- A wide range of other subjects is included in the prescribed courses for the general home economics curricula. These include such courses as child care, training, and development, family health and home nursing, clothing selection and costume design.

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CHAPTER V

A DETAILED STUDY OF THE CURRICULA HAVING
A MAJOR IN TEXTILES AND CLOTHING

There are five institutions which offer a home economics curriculum with a major in textiles and clothing. These are:-

- 1.- Colorado Agricultural College
- 2.- Cornell University (New York State
College of Home Economics)
- 3.- University of Minnesota
- 4.- Iowa State College
- 5.- University of Wisconsin

Of these schools, Colorado Agricultural College, Cornell University and Iowa State College have two full years of prescribed work. The University of Minnesota and the University of Wisconsin have free electives in the sophomore year. Additional work planned especially for the clothing and textile major is prescribed in every case for the remaining two years.

Technical Work in the First Year

As in the case of the institutions offering a general curriculum in home economics these schools begin the technical work in the first year.

All of the five institutions give work in related art, four of them, Colorado Agricultural College, Iowa State College, the University of Minnesota and the University of Wisconsin- have courses in the principles of design and color, while Cornell has a course in home furnishing in the first year.

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University and Iowa State College have two full years of prescribed work. The University of Minnesota and the University of Wisconsin have two electives in the sophomore year.

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year.

Four institutions- Colorado Agricultural College, Cornell University, Iowa State College, and the University of Minnesota have courses in clothing and textiles. Each one presents textiles and two- Colorado Agricultural College and Cornell University- give work in clothing construction in addition to the textiles.

All but Colorado Agricultural College have a course in foods- either nutrition, dietetics, or food preparation in the first year.

Other courses in home economics are offered as for example, Introduction to Home Economics given by the University of Wisconsin; Household Equipment- by Iowa State College; Home and Family Life at Cornell, and Hygiene and Home care of the Sick by Colorado Agricultural College.

Table XVIII lists the courses in home economics offered in the first year.

Hygiene and Home
Care of the Sick

Introduction to
Home Economics

Introduction to
Foods

Total Technical Credits
for the Year

11

10

8

13

7

Four institutions - Colorado Agricultural College, Cornell University, Iowa State College, and the University of Minnesota have courses in clothing and textiles. Each one presents textiles and two - Colorado Agricultural College and Cornell University - give work in clothing construction in addition to the textiles.

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Table XVII lists the courses in home economics offered

in the first year.

TABLE XVIII.- Required Courses in Home Economics in the First Year in Curricula Having A Major in Clothing and Textiles.

Course	Cornell University	Iowa State College	Colorado Agri. College	Uni. of Minnesota	Uni. of Wisconsin
	Cr.	Cr.	Cr.	Cr.	Cr.
<u>Foods</u>					
Nutrition & Dietetics	x 2			x 2	
Preparation		x 4			x 3
<u>Clothing</u>					
Textiles	x 2	x 3)	x 5	
Construction	x 3		x (2		
<u>Related Art</u>					
Principles		x 2	x 2	x 6	x 3
Applications	x 2	x 3	x 2		
<u>Home and Family</u>					
Life	x 2				
<u>Household</u>					
Equipment		x 3			
<u>Hygiene and Home</u>					
Care of the Sick			x 2		
<u>Introduction to</u>					
Home Economics				x 1	
<u>Introduction to</u>					
Foods				x 1	
Total Technical Credits for the Year	11	15	8	13	7

Table XIX shows the amount of time given to free electives by those institutions having a major in textiles and clothing.

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TABLE XVII.-- Required Courses in Home Economics in the First Year in Curricula Having A Major in Clothing and Textiles.

Course	Cornell University	Iowa State College	Colorado Agr. College	Unit. of Minn.-sota	Unit. of Wisconsin	Gr.
	Gr.	Gr.	Gr.	Gr.	Gr.	Gr.
<u>Fooda</u>						
Nutrition & Dietetics	x	2		x	2	
Preparation		x	4		x	3
<u>Clothing</u>						
Textiles	x	2	x	3	x	2
Construction	x	3	(x)	(2)		
<u>Related Art</u>						
Principles		x	2	x	2	3
Applications	x	2	x	2		
<u>Home and Family Life</u>	x	2				
<u>Household Equipment</u>		x	2			
<u>Hygiene and Home Care of the Sick</u>			x	2		
<u>Introduction to Home Economics</u>					x	1
<u>Introduction to Fooda</u>					x	1
Total Technical Credits for the Year	11	15	8	13	7	

Prescribed and Elective Courses

The amount of free elective work allowed in these institutions varies considerably.

Each institution has certain definite requirements relating to general home economics, and others relating to the line of special interest- in the case of textiles and clothing.

Since every bulletin does not state the exact time in term or semester, and year, when these courses should be taken- it has been necessary, in some cases, to state the amount of electives allowed in relation to total requirement for graduation. However, it is obvious that the proportion of time allowed for free electives varies considerably. For example, Colorado Agricultural College allows twenty-four out of 160 credits to be taken up by free electives.

Cornell allows twenty-nine hours out of 120 hours for free electives.

Iowa State College allows only seventeen out of 192 credits for free electives.

The University of Minnesota allows from thirty-three to forty-six credits from a total of 193 for electives.

The University of Wisconsin gives thirty-nine out of 120 hours for free electives.

Table XIX shows the amount of time given to free electives by those institutions having a major in textiles and clothing.

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Since every bulletin does not state the exact time in

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electives allowed in relation to total requirement for graduation. However, it is obvious that the proportion of time

allowed for free electives varies considerably. For example,

Colorado Agricultural College allows twenty-four out of 120 credits to be taken up by free electives.

Cornell allows twenty-nine hours out of 120 hours for

free electives.

Iowa State College allows only seventeen out of 122 credits

for free electives.

The University of Minnesota allows from thirty-three to

forty-six credits from a total of 122 for electives.

The University of Wisconsin gives thirty-nine out of 120

hours for free electives.

Table XIX shows the amount of time given to free electives

by these institutions having a major in textiles and clothing.

TABLE XIX.- Amount of Time Allowed for Free Electives in
Textile and Clothing Major

School	Second Year	Third Year	Fourth Year	Total Credits for Graduation
Colorado Agri- cultural College	0	---24 Credits --		160
Cornell University	0	---29 Hours -----		120
Iowa State College	0	---17 Credits --		192
University of Minnesota	1-11 Hours	-- 22-25 Credits --		193
University of Wisconsin	9	18	12	120

science in the third year and one in the fourth year.

Iowa State College requires ten credits in science in the third year, and two in the fourth year.

The distribution of courses in academic, scientific, and technical groups, expressed in year units is shown in Table XX.

TABLE XIX.-- Amount of Time Allowed for Free Electives in
Textile and Clothing Major

School	Second Year	Third Year	Fourth Year	Total Credits for Graduation
Colorado Agri- cultural College	0	---	24 Credits --	180
Cornell University	0	---	29 Hours ----	180
Iowa State College	0	---	17 Credits --	192
University of Minnesota	1-11 Hours	--	22-25 Credits --	192
University of Wisconsin	9	18	12	180

Distribution of Time in Academic, Scientific, and
Technical Courses

Classification of prescribed courses into groups of academic, scientific and technical courses brings out the fact that the Textile and Clothing major requires very little science after the second year. The University of Minnesota, the University of Wisconsin, Cornell University, require no science in either the third or the fourth years.

Colorado Agricultural College requires five credits in science in the third year and one in the fourth year.

Iowa State College requires ten credits in science in the third year, and two in the fourth year.

The distribution of courses in academic, scientific, and technical groups, expressed in year units is shown in Table XX.

I	10	12	11	0	33
II	3	9	14	0	36
III	8	0	7	28	43
IV	0	0	18	18	36
Minimum Requirement for Degree					120

Distribution of Time in Academic, Scientific, and
Technical Courses

Classification of prescribed courses into groups of
academic, scientific and technical courses brings out the fact
that the Textile and Clothing major requires very little
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Colorado Agricultural College requires five credits in
science in the third year and one in the fourth year.
Iowa State College requires ten credits in science in the
third year, and two in the fourth year.
The distribution of courses in academic, scientific, and
technical groups, expressed in year units is shown in

Table XI.

TABLE XX.- Distribution of Time in Academic, Scientific, and Technical Courses in the Textile and Clothing Majors.

Colorado Agricultural College						Total Credits
Year	Academic	Scientific	Technical	Free Elective		
I	17	15	8	0		40
II	14	19	7	0		40
III	14	5	10)	11)		40
			(27plus 6	(30-6		
			(33) 24		
IV	3	1	17)	19)		40

Minimum Requirement for Degree 192

Minimum Requirement for Degree 160

Note:- Clothing Major requires six hours technical elective in addition to regular prescribed program.

Cornell University						Total Credits
Year	Academic	Scientific	Technical	Free Elective		
I	10	12	11	0		33
II	3	9	14	0		26
III	8	0	7)		15
				(28		28
IV	0	0	18)		18

Minimum Requirement for Degree 120

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TABLE XX.- Distribution of Time in Academic, Scientific, and
Technical Courses in the Textile and Clothing
Majors.

Colorado Agricultural College					
Year	Academic	Scientific	Technical	Free Elective	Total Credits
I	17	15	8	0	40
II	14	19	7	0	40
III	14	5	10	11	40
IV	5	1	17	18	40

Minimum Requirement for Degree
160
Note: Clothing Major requires six hours technical elective
in addition to regular prescribed program.

Cornell University					
Year	Academic	Scientific	Technical	Free Elective	Total Credits
I	10	12	11	0	33
II	3	9	14	0	26
III	8	0	7	(15
IV	0	0	18	(18

Minimum Requirement for Degree
120

TABLE XX.- (Continued) Distribution of Time in Academic, Scientific and Technical Courses in Textile and Clothing Major.

Iowa State College					
Year	Academic	Scientific	Technical	Free Elective	Total Credits
I	16	15	15	0	46
II	22	11	14	0	47
III	15	10	20	3	48
IV	9	2	26	14	51
Minimum Requirement for Degree					192

University of Minnesota					
Year	Academic	Scientific	Technical	Free Elective	Total Credits
I	15	18	13	1-11	96
II	11	15	11		
III	8	4	16	22-25	97
IV	3	0	29		
Plus	6	0	9 or		
	0	9	3		

Minimum Requirement for Degree 193

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TABLE XX. - (Continued) Distribution of Time in Academic,
Scientific and Technical Courses in Textile
and Clothing Major.

Iowa State College					
Year	Academic	Scientific	Technical	Free Elective	Total Credits
I	16	16	15	0	46
II	22	11	14	0	47
III	15	10	20	3	48
IV	9	2	26	14	51
Minimum Requirement for Degree 192					

University of Minnesota					
Year	Academic	Scientific	Technical	Free Elective	Total Credits
I	15	18	13) (1-11) (22-25) or)	28
II	11	18	11		
III	8	4	16		
IV	3	0	29		37
Plus					
	8	0	9		
	0	9	3		
Minimum Requirement for Degree 193					

TABLE XX.- (Continued) Distribution of Time in Academic, Scientific, and Technical Courses in Textile and Clothing Major.

University of Wisconsin					
Year	Academic	Scientific	Technical	Free Elective	Total Credits
I	14	10	7	0	31
II	0	17	5	9	31
III	0	0	12	18	30
IV	0	0	14	16	30

Minimum Requirement for Degree 120 hours 1200
evenly divided between academic and scientific work.

Iowa State College allows the least amount of time for free electives- giving only seventeen out of 122 credits to them. Between one-half and one-third of the time in the Iowa curriculum is devoted to technical work. Much less time is given to scientific than to academic courses.

The University of Minnesota allows the choice of one of two groups of courses within the clothing major. One of these provides work for those interested in the commercial aspect of clothing, and the other for persons interested in fabric analysis and testing. As a result we have a different distribution of work in these two programs, one having more science than the other.

Minnesota allows about one-sixth of its time for free elective, and requires that about forty per cent of the time be given to technical work. There is not a marked difference

TABLE XX. - (Continued) Distribution of Time in Academic, Scientific, and Technical Courses in Textile and Clothing Major.

University of Wisconsin					Year
Total Credits	Free Elective	Technical	Scientific	Academic	
31	0	7	10	14	I
31	9	8	17	0	II
30	18	12	0	0	III
30	16	14	0	0	IV
122					
120	Minimum Requirement for Degree				

When the separate groups are totaled for the four years, a marked difference in distribution is obvious.

Colorado Agricultural College allows about one-seventh of its work in free electives, and divides the other six-sevenths almost evenly between academic, scientific and technical work.

Cornell University allows almost one-fourth of its work for free electives, and then gives more than one-half of the remaining time to technical work- forty-two of 120 hours is evenly divided between academic and scientific work.

Iowa State College allows the least amount of time for free electives- giving only seventeen out of 192 credits to them. Between one-half and one-third of the time in the Iowa curriculum is devoted to technical work. Much less time is given to scientific than to academic courses.

The University of Minnesota allows the choice of one of two groups of courses within the clothing major. One of these provides work for those interested in the commercial aspect of clothing, and the other for persons interested in fabric analysis and testing. As a result we have a different distribution of work in these two programs, one having more science than the other.

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in time given to academic and scientific courses. These vary- one or the other predominating according to the elective group chosen- that for commercial work having the academic work predominating, and that for textile analysis having more science.

The University of Wisconsin is outstanding in the amount of time allowed for free electives. Here one-third of the time is open for free elective work- nearly one-third of the time is given to technical work, while academic and scientific work together make up the last third. In the latter group- twice as much work in science is required as academic work. It is interesting to note in this case that the only academic work which is prescribed as a definite requirement is English Composition. The only other academic requirement is the second year of a foreign language- or an elective.

The total distribution of academic, scientific, technical and free elective courses, for each of the institutions offering a curriculum with a major in textiles and clothings is shown in Table XXI.

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group chosen- that for commercial work having the academic work
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work which is prescribed as a definite requirement is English
Composition. The only other academic requirement is the
second year of a foreign language- or an elective.
The total distribution of academic, scientific, technical
and free elective courses, for each of the institutions
offering a curriculum with a major in textiles and clothing is
shown in Table XII.

TABLE XXI.- Total Distribution of Time in Academic, Scientific, Technical and Free Elective Courses for the Textile and Clothing Major.

School	Academic	Scientific	Technical	Free Elective	Total Credits
Colorado Agricultural College	48	40	48	24	160
Cornell University	21	21	50	28	120
Iowa State College	62	38	75	17	192
University of Minnesota	42 or 36	37 or 46	78 or 72	36 or 39	1193
University of Wisconsin	14	27	38	41	120

TABLE XXI. - Total Distribution of Time in Academic, Scientific, Technical and Free Elective Courses for the Textile and Clothing Major.

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School	Academic	Scientific	Technical	Free Elective	Total Credits
Colorado Agricultural College	48	40	48	24	160
Cornell University	21	21	50	28	120
Iowa State College	62	38	76	17	193
University of Minnesota	42	37	78	36	193
University of Wisconsin	14	27	38	41	120

Required Courses in Technical Work

The required courses in technical work are listed in Table XXII.

Required Courses in Technical Work

The required courses in technical work are listed in

Table LXII.

TABLE XXII.- Required Courses in Home Economics in the Textile and Clothing Majors

Year	Colorado Agricultural College	Cr	Cornell University	Cr	Iowa State College	Cr	University of Minnesota	Cr	University of Wisconsin	Cr
I	Color Essentials	2	Intro. to Dietetics	2	El. Design Principles	2	Textiles	5	Introduction to Home Ec.	1
	Clothing Const. & Textile	2	Textiles & Selection	2	El. Design Problems	3	Color & Design	6	Art and Design	3
	Applied Design	2	Clothing Construction	3	Textiles & Selection	3	Nutrition Survey	2	Introduction to Food Study	3
	Hygiene & Home Care of Sick	2	Home Furnishing	2	Household Equipment	3				
			Family Life	2	Food Preparation	4				
II	Preparation of Food	4	Food Preparation	5	Drawing & Comp	2	Clothing Problems	3	Introduction to Textiles	2
	Clothing- Costume Design		Marketing	2	Costume Design	3	(Budgeting, Planning)		Textiles	3
	& Construction	3	Clothing Design & Modeling	3	Food Preparation	4	Related Art Problems			
	Design & Construction		Color Appreciation	2	Drawing & Comp	2	(Costume & house furnish ing)	3		
			Home Furnishing	2	Clothing Design & Pattern Making	3	Food Preparation	5		
III	Nutrition	3	Family Income	2	General Textiles	3	Food Management	3	House Architecture and Sanitation	3
	Dietary Studies	2	Clothing Problems & Shpp Practice	3	Costume Design	3	Marketing	2		
	Textiles	2	Color & Design	2	Child Care & Training	3	Home Management	5	Clothing Economics	2
	Investigation in Cookery	3			Adv. Clothing (Flat Design & Construction)	4	(House Planning & Equip't)		House Decoration	4
					Nutrition & Dietetics	4	Child Training	3	Problems in Applied Dress Design (Pattern Work & Gen)	3
					Interior House Design	3	Health & Care of Family	3		
IV	Home Management	3	Food Selection & Dietetics	3	Meal Planning	3	Home Management	3	Household Administration	4
	Clothing Economics	3	Family Nutrition & Child Feeding	1	History of Costume	3	(Operation & Maintenance)		Clothing Methods	2
	Child Development	2	Children's Clothing	2	Applied Dress Design (Draping)	3	Laboratory	6	(Ill. Mat. for Sec. Sch)	
	Domestic Architecture & Interior Decoration	5	Purchasing Household Textiles	2	Home Management- Residence	4	Nutrition of Family	3	Adv. Problems App. Dress Design	2
	Home Practice	2	Com. Clothing Const.	3-5	Historic Textiles	2	Child Nutrition	3	Humanics	4
	Child Training	2					Clothing Plan. & Const.	3	(Family Rel. & Child)	
							Clothing Plan. & Const.	3	Home Economic Electives	2
							Adv. Clothing or Remodeling & Children's Clothes	3		
III or	Adv. Textiles	2	Home Practice	4	Textile Economics	2	Advanced Textiles	3		
IV	Selected Problems in Clothing & Textiles (Draping & Fitting)	2	Finances	2	Applied Dress Design	3	Clothing Economics	2	General Survey-Dietetics	2-4)
	History of Costume	2					One of the following Groups		Problems of Food Supply	3)
							a. Advance Clothing or Com. Clothing Manu.	3	Nutrition and Dietetics	3)
							Art History & Apprec.	3	Dietary Laboratory	2)
							Adv. Costume Design	3	History of Costume	2)
							b. Textile Analysis	3	Sem. History Am. Cost.	2)
		48			49-51	75			72-78	38

TABLE XXII. - Required Courses in Home Economics in the Textile and Clothing Major

Year	Colorado Agricultural College	Cornell University	Iowa State College
I	Color Essentials Clothing Const. & Textile Applied Design Hygiene & Home Care of Sick	Intro. to Dietetics Textiles & Selection Clothing Construction Home Furnishing Family Life	HI. Design HI. Design Textiles & Color Household Management Food Preparation
II	Preparation of Food Clothing-Costume Design Construction Design & Construction	Food Preparation Marking Clothing Design & Modeling Color Appreciation Home Furnishing	Drawing & Comp Costume Design Food Preparation Drawing & Comp Clothing Design Pattern Making
III	Nutrition Dietary Studies Textiles Investigation in Cookery	Family Income Clothing Problems A Shop Practice Color & Design	General Textiles Costume Design Child Care & Tr Adv. Clothing Design & Const Nutrition & Diet Interior House
IV	Home Management Clothing Economics Child Development Domestic Architecture Interior Decoration Home Practice Child Training	Food Selection & Preparation Family Nutrition & Child Feeding Children's Clothing Purchasing Household Textiles Gen. Clothing Const. 3-5	Meal Planning History of Cost Applied Dress D (Draping) Home Management Home Management Reproduction Historic Textile
III or IV	Adv. Textiles Selected Problems in Clothing & Textiles (Draping & Fitting) History of Costume	Home Practice Finances	Textile Economics Applied Dress D

Range and Concentration of Technical Work

The study of the technical courses required in the textile and clothing major brings out the following facts.

Clothing

These five institutions offer sixteen different courses in textiles and clothing. Eleven of these are offered by one institution each.

Every institution offers a general course in textiles, four of them offer two courses entitled Textiles. Iowa State College has additional courses in Textile Design, Textile Economics, and Historic Textiles.

Cornell University has a course in Purchasing of Household Textiles.

The University of Minnesota requires a course in Textile Analysis.

Every institution has at least two courses which include garment construction. Colorado Agricultural College combines textiles and construction, costume design and construction, and draping and construction.

Cornell University and the University of Minnesota provide opportunity for shop practice in connection with garment construction.

Two institutions- Cornell University and the University of Minnesota have special work in children's clothing.

Only one institution- Iowa State College- gives a separate course in flat pattern design.

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Cornell University and the University of Minnesota provide opportunity for shop practice in connection with garment construction.

Two institutions - Cornell University and the University of Minnesota have special work in children's clothing.

Only one institution - Iowa State College - gives a separate course in flat pattern design.

Two institutions- the University of Minnesota and Cornell University- give work in remodeling in connection with a course in construction.

The University of Wisconsin includes a course entitled Clothing Methods- which takes up illustrative material for teaching clothing in secondary schools.

There is no institution which gives a separate course in millinery, either as a required course or as an elective. The University of Minnesota is the only one to give the millinery and this in one of the advanced clothing courses.

Three of the five institutions- Colorado Agricultural College, the University of Wisconsin, and the University of Minnesota, give courses entitled Clothing Economics.

Each of the five institutions includes work in all phases of the clothing field- textiles, garment design and construction, and the economic aspect of production and purchasing.

The clothing courses given by the five schools having a clothing major are listed in Table XXIII-A.

10.- Methods and Illustrations Material for Secondary Schools						1
11.- Textiles	2	1	2	2		3
12.- Textile Analysis					1	
13.- Textile Design				1		
14.- Textile Economics				1		
15.- Textile Purchasing (Household Textiles)		1				
16.- Historic Textiles	(6)	(7)	1	(9)	(10)	(11)

Two institutions - the University of Minnesota and Cornell University - give work in remodeling in connection with a course in construction.

The University of Wisconsin includes a course entitled Clothing Methods - which takes up illustrative material for teaching clothing in secondary schools.

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Three of the five institutions - Colorado Agricultural College, the University of Wisconsin, and the University of Minnesota, give courses entitled Clothing Economics.

Each of the five institutions includes work in all phases of the clothing field - textiles, garment design and construction, and the economic aspect of production and purchasing. The clothing courses given by the five schools having a clothing major are listed in Table XXIII-A.

TABLE XXIII-A. Number of Courses in Clothing Prescribed in the Textile and Clothing Major

<u>Related Art</u>					
Course	Colorado Agri. College	Cornell University	Iowa State College	U. of Minn- sota	U. of Wisconsin
<u>Clothing</u>					
1.- Children's Clothing		1			
2.- Remodelling and Children's Clothing				1	
3.- Construction and Textiles	1				
4.- Costume Design and Construction	1	2	1	2	2
5.- Clothing Problems (Planning and Budgeting)				1	
6.- Economics	1			1	1
7.- Problems and Shop Practice		2		1	
8.- Problems of Draping and Fitting	1		2		
9.- Flat Designing			1		
10.- Methods and Illustrative Material for Secondary Schools					1
11.- Textiles	2	1	2	2	2
12.- Textile Analysis				1	
13.- Textile Design			1		
14.- Textile Economics			1		
15.- Textile Purchasing (Household Textiles)		1			
16.- Historic Textiles	(6)	(7)	1 (9)	(9)	(6)

TABLE XXIII-A. Number of Courses in Clothing Prescribed in the Textile and Clothing Major

Course	Colorado Agr. College	Cornell Univer- sity	Iowa State College	U. of Minne- sota	U. of Wiscon- sin
16-- Historic Textiles	(e)	(v)	(e)	(e)	(e)
15-- Textile Purchasing (Household Textiles)		1			
14-- Textile Economics		1			
13-- Textile Design			1		
12-- Textile Analysis				1	
11-- Textiles	2	1	2	2	2
10-- Methods and Illustrative Material for Secondary Schools					1
9-- Flat Design- ing			1		
8-- Problems of Draping and Fitting	1		2		
7-- Problems and Shop Practice		2		1	
6-- Economics	1			1	1
5-- Clothing Problems (Planning and Budgeting)				1	
4-- Costume Design and Construct- ion	1	2	1	2	2
3-- Construction and Textiles	1				
2-- Remodeling and Children's Clothing				1	
1-- Children's Clothing		1			

Related Art

Four institutions- Colorado Agricultural College, Cornell University, the University of Minnesota, and the University of Wisconsin- require four courses each in related art in the clothing major. Iowa State College requires eight.

These four courses tend to be divided between color, design, costume design, and interior decoration.

Iowa State College is the only school to require a course in drawing.

The University of Minnesota requires a course in Art History and Appreciation.

Related Art courses are listed in Table XXIII-B.

Family Relations

Every institution requires at least one course dealing with some aspect of family life- in its clothing major curriculum.

Colorado Agricultural College requires three courses- one in Hygiene and Home Care of the Sick, and two in Child Development and Training.

Cornell University requires three courses, one entitled Family Life, and two dealing with income management and finances.

The University of Minnesota requires a course in child training, and one in the Health and Care of the Family.

Iowa State College and the University of Wisconsin require

Related Art

Four institutions - Colorado Agricultural College, Cornell University, the University of Minnesota, and the University of Wisconsin - require four courses each in related art in the clothing major. Iowa State College requires eight. These four courses tend to be divided between color, design, costume design, and interior decoration. Iowa State College is the only school to require a course in drawing. The University of Minnesota requires a course in Art History and Appreciation. Related Art courses are listed in Table XXIII-B.

Family Relations

Every institution requires at least one course dealing with some aspect of family life - in the clothing major curriculum. Colorado Agricultural College requires three courses - one in Hygiene and Home Care of the Sick, and two in Child Development and Training. Cornell University requires three courses, one entitled Family Life, and two dealing with income management and finances. The University of Minnesota requires a course in child training, and one in the Health and Care of the Family. Iowa State College and the University of Wisconsin require

TABLE XXIII-B. Number of Courses in Related Art and Family Relations prescribed in the Textile and a single course dealing with child training. Requirements in

Family Relations are shown in Table XXIII-B.

Course	U. of Minn.					U. of Wiscon-	
	Agri. College	Univer- sity	State College	State	Minne- sota	Wiscon- sin	
<u>Related Art</u>							
1.- Color	1	2			1		
2.- Design Prin- ciples				2		1	
3.- Applied Design	1				1		
4.- Drawing and Composition				2			
5.- Domestic Archi- tecture and Interior Decora- tion	1	2	1			1	
6.- Costume Design			2		1		
7.- History of Costume	1		1				
8.- Art History and Appreciation	(4)	(4)	(6)	1	(4)	(4)	
<u>Family Relations</u>							
1.- Hygiene and Home Care of the Sick	1						
2.- Child Develop- ment and Training	2		1		1		1
3.- Family Life		1					
4.- Income Manage- ment and Finances		2					
5.- Health and Care of the Family	(3)	(3)	(1)		1	(3)	(1)

a single course dealing with child training. Requirements in
Family Relations are shown in Table XIII-B.

TABLE XXIII-B. Number of Courses in Related Art and Family Relations prescribed in the Textile and Clothing Majors

Course	Colorado Agri. College	Cornell University	Iowa State College	U. of Minn-	U. of Wisconsin
<u>Related Art</u>					
1.- Color	1	2		1	
2.- Design Principles			2		1
3.- Applied Design	1			1	
4.- Drawing and Composition			2		
5.- Domestic Architecture and Interior Decoration	1	2	1		1
6.- Costume Design			2	1	
7.- History of Costume	1		1		2
8.- Art History and Appreciation	(4)	(4)	(8)	1 (4)	(4)
<u>Family Relations</u>					
1.- Hygiene and Home Care of the Sick	1				
2.- Child Development and Training	2	1	1	1 ()	
3.- Family Life		1		()	1
4.- Income Management and Finances		2			
5.- Health and Care of the Family	(3)	(3)	(1)	1 (2)	(1)

TABLE XXIII-B. Number of Courses in Related Art and Family Relations Prescribed in the Textile and Clothing Majors

Course	Colorado Agri. College	Cornell University	Iowa State College	U. of Minn.-Wisconsin	U. of Wisconsin
<u>Related Art</u>					
1.- Color	1	2		1	
2.- Design Principles			2		1
3.- Applied Design	1			1	
4.- Drawing and Composition			2		
5.- Domestic Architecture and Interior Decoration	1	2	1		1
6.- Costume Design			2	1	
7.- History of Costume	1		1		2
8.- Art History and Appreciation	(4)	(4)	(8)	1 (4)	(4)
<u>Family Relations</u>					
1.- Hygiene and Home Care of the Sick					
2.- Child Development and Training		1	1	1 (1)	1
3.- Family Life		1		(1)	
4.- Income Management and Finances		2			
5.- Health and Care of the Family	(3)	(3)	(1)	1 (2)	(1)

Foods and Nutrition

Every institution requires work in foods and nutrition of the students majoring in textiles and clothing. Colorado Agricultural College and Iowa State College prescribe four courses- Colorado has one course in dietetics, one in nutrition, one in food preparation, and one entitled "Investigations in Cookery."

Iowa has one course in nutrition, two in food preparation, and one in meal planning.

Cornell University requires five courses in foods; two in dietetics, one in nutrition, one in marketing, and one in food preparation.

The University of Minnesota has three courses in nutrition, one in marketing, one in food preparation, ~~one in marketing~~ and one called "Food Management."

The University of Wisconsin has two courses in dietetics, one in nutrition, one entitled "Introduction to Food Study," which includes preparation of food, and one on "Problems of Food Supply."

Foods courses are listed in Table XXIII-C.

Home Management

Each one of the institutions studied in this group requires some work in home management. Three of the five require residence in a home management house. These are Colorado Agricultural College, Cornell University and Iowa State College.

Food and Nutrition

Every institution requires work in food and nutrition of the students majoring in textiles and clothing. Colorado Agricultural College and Iowa State College prescribe four courses - Colorado has one course in dietetics, one in nutrition, one in food preparation, and one entitled "Investigations in Cookery."

Iowa has one course in nutrition, two in food preparation, and one in meal planning.

Cornell University requires five courses in food; two in dietetics, one in nutrition, one in marketing, and one in food preparation.

The University of Minnesota has three courses in nutrition, one in marketing, one in food preparation, one in marketing, and one called "Food Management."

The University of Wisconsin has two courses in dietetics, one in nutrition, one entitled "Introduction to Food Study," which includes preparation of food, and one on "Problems of Food Supply."

Food courses are listed in Table XXIII-C.

Home Management

Each one of the institutions studied in this group requires some work in home management. Three of the five require residence in a home management house. These are Colorado Agricultural College, Cornell University and Iowa State College.

Four schools- all but Cornell University- require a course in home management.

Two- Iowa State College and the University of Minnesota- have courses in household equipment.

The University of Wisconsin gives a course in House Architecture and Sanitation.

Home Management Courses are listed in Table XXIII-C.

5.- Meal Planning	1				
6.- Nutrition	1	1	1	3	1
7.- Preparation	1	1	2	1	
8.- Problems of Food Supply					1
9.- Investigations in Cookery	1	(4)	(5)	(3)	(6)

Home Management

1.- Home Management	1		1	1	1
2.- Home Practice	1	1	1		
3.- Household Equipment			1	1	
4.- House Architecture and Sanitation	(2)	(2)	(3)	(2)	(2)

Four schools - all but Cornell University - require a

course in home management.

Two - Iowa State College and the University of Minnesota -

have courses in household equipment.

The University of Wisconsin gives a course in House

Architecture and Sanitation.

Home Management Courses are listed in Table XIII-C.

TABLE XXIII-C. Number of Courses in Foods and Home Management Prescribed in the Textile and Clothing Major

Course	Colorado Agri. College	Cornell University	Iowa State College	U. of Minn-	U. of Wisconsin
<u>Foods</u>					
1.- Introduction to food study					1
2.- Dietetics	1	2			2
3.- Marketing		1		1	
4.- Management				1	
5.- Meal Planning			1		
6.- Nutrition	1	1	1	3	1
7.- Preparation	1	1	2	1	
8.- Problems of Food Supply					1
9.- Investigations in Cookery	1	(4)	(5)	(4)	(6)
					(5)
<u>Home Management</u>					
1.- Home Management	1		1	1	1
2.- Home Practice	1	1	1		
3.- Household Equipment			1	1	
4.- House Architecture and Sanitation	(2)	(1)	(3)	(2)	1
					(2)

TABLE XXIII-C. Number of Courses in Foods and Home Management Prescribed in the Textile and Clothing Major

Course	Foods				Home Management			
	Colorado Agr. College	Cornell Univ.- State City	Iowa State College	U. of Minne- sota	Colorado Agr. College	U. of Minne- sota	Iowa State College	U. of Wiscon- sin
1.- Introduction to Food study								1
2.- Dietetics	1	2						2
3.- Marketing		1		1				
4.- Management				1				
5.- Meal Planning			1					
6.- Nutrition	1	1	1	3				1
7.- Preparation	1	1	2	1				
8.- Problems of Food Supply								1
9.- Investigations in Cookery	1	(2)	(2)	(4)	(2)	(2)		(2)
1.- Home Management	1		1	1				1
2.- Home Practice	1	1	1					
3.- Household Equipment			1	1				
4.- House Architecture and Sanitation	(2)	(1)	(3)	(2)				1 (2)

Summary

The study of the five curricula in home economics having a major in textiles and clothing brings out the following facts:

- 1.- Every one of the five programs begins with related art work in the first year.
- 2.- Four of the five begin textiles in the first year- three of them as separate units in textiles, and one in combination with construction work.
- 3.- The amount of time allowed for free electives varies from nine per cent (Iowa) the thirty-three per cent (Wisconsin).
- 4.- Analysis of the curricula shows the lowest requirement of academic, scientific and technical work to be in the scientific field. Three institutions, require no work in science after the second year- and the remaining two require six and twelve hours respectively for the third and fourth years.
- 5.- The analysis and classification of technical work required in the textile and clothing major- reveals some confusion in terminology and apparent overlapping of subject matter in courses of different titles. Courses entitled "Problems in Clothing," etc., vary considerably in content- from draping and designing to planning the wardrobe and the clothing budget.

Summary

The study of the five curricula in home economics having a major in textiles and clothing brings out the following facts:

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- 2.- Four of the five begin textiles in the first year- three of them as separate units in textiles, and one in combination with construction work.
- 3.- The amount of time allowed for these electives varies from nine per cent (low) to the thirty-three per cent (Wisconsin).
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These five institutions have sixteen different courses relating to clothing- eleven of which are offered by a single institution each.

In prescribing work in Clothing the interests of the institutions vary somewhat. Judging by the titles and numbers of clothing courses Colorado Agricultural College and the University of Wisconsin give a general survey of the clothing field touching upon all of its phases of construction and design and textiles.

Cornell- requires more work in construction than in the other aspects of clothing- requiring five courses including construction, one in textiles, and one in textile purchasing.

Iowa State College requires five courses relating to textiles- with three that relate to garment construction.

The University of Minnesota gives more emphasis to the economic aspect of clothing- having a course in Clothing Economics, budgeting, and shop practice and problems of manufacturing clothing. Two courses in textiles are required, and some work in construction.

6.-Every curriculum requires at least four courses in related art. Iowa State College requires eight. Three of the five- Colorado Agricultural, College, and the Iowa State College and the University of Wisconsin- require courses in history of costume. The other two do not.

These five institutions have sixteen different courses relating to clothing - eleven of which are offered by a single institution each.

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6. - Every curriculum requires at least four courses in related art. Iowa State College requires eight. Three of the five - Colorado Agricultural College, and the Iowa State College and the University of Wisconsin - require courses in history of costume. The other two do not.

Four of the five-- all but the University of Minnesota- give a course in interior decoration in the textile and clothing major.

Every program includes work in color and design.

7.- Every program includes at least one course dealing with family life and child training, and at least one course in household management. Three of the five schools require residence in a home management house.

8.- Four or five courses in foods and nutritions are also required of clothing majors. Each school requires at least one course in food preparation and additional courses in nutrition and dietetics.

Conclusion

In every case the curriculum with a major in textiles and clothing includes prescribed work in all the branches of clothing, art courses relating to clothing, and other home economics courses in foods, nutrition, household management, and child training.

Prescribed and Elective Courses

Because of marked difference in organization it is necessary to consider the work of the University of Chicago as a separate unit.

13.- Iowa State College of Agriculture and Mechanics Arts, Official Publication, Catalogue Number, Announcements, 1933-1934, p. 125

Four of the five-- all but the University of Minne-

sota-- give a course in interior decoration in the

textile and clothing major.

Every program includes work in color and design.

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with family life and child training, and at least one

course in household management. Three of the five

schools require residence in a home management house.

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Conclusion

In every case the curriculum with a major in textiles

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economics courses in foods, nutrition, household management,

and child training.

CHAPTER VI

A DETAILED STUDY OF THE CURRICULA HAVING A MAJOR IN APPLIED OR RELATED ART

There are five institutions which offer a curriculum in home economics with a major in applied or related art. These are:

- 1.- Colorado Agricultural College
- 2.- The Drexel Institute
- 3.- Iowa State College
- 4.- The University of Chicago
- 5.- The University of Wisconsin

Although not every bulletin states definitely the type of work for which this curriculum prepares one, those which do make a statement of this kind list such occupations as adviser in home furnishing departments, editor of women's sections in magazines and papers, buyers, designers, and consultants in clothing and home furnishings, as possible positions for the person with this training. The Iowa State College bulletin notes the fact that there is a "growing demand in vocational and commercial fields for women trained in applied art who have the home economics view point."¹³

Prescribed and Elective Courses

Beacuse of marked difference in organization it is necessary to consider the work of the University of Chicago as a separate unit.

13.- Iowa State College of Agriculture and Mechanics Arts,
Official Publication, Catalogue Number, Announcements, 1933-
1934, p. 195

CHAPTER VI

A DETAILED STUDY OF THE CURRICULUM HAVING A MAJOR IN APPLIED OR RELATED ART

There are five institutions which offer a curriculum in home economics with a major in applied or related art. These are:

1. -- Colorado Agricultural College
2. -- The Texas Institute
3. -- Iowa State College
4. -- The University of Chicago
5. -- The University of Wisconsin

Although not every bulletin states definitely the type of work for which this curriculum prepares one, those which do make a statement of this kind list such occupations as adviser in home furnishing departments, editor of women's sections in magazines and papers, buyers, designers, and consultants in clothing and home furnishings, as possible positions for the person with this training. The Iowa State College bulletin notes the fact that there is a "growing demand in vocational and commercial fields for women trained in applied art who have the home economics view point." 13

Prescribed and Elective Courses

Because of marked difference in organization it is necessary to consider the work of the University of Chicago as a separate unit.

13. -- Iowa State College of Agriculture and Mechanics Arts, Official Publication, Catalogue Number, Announcements, 1933-1934, p. 195

The University of Chicago bases its requirements for the B. S. degree upon the number of courses taken, and the passing of examinations indicating certain educational attainments. The students program is arranged in "light of his ability, needs, aims, and interests. The normal program for the first year is two general courses and two sequence courses; for the second year, two general and two sequence courses."¹⁴ The only definite requirement for the applied art major is three courses in art.

On the satisfactory completion of the work in the College, the student enters the Department of Home Economics and Household Administration. Here she is required to take twelve courses, six of which are open for free electives.

In the remaining four institutions- Colorado Agricultural College, The Drexel Institute, Iowa State College, and the University of Wisconsin- there is considerable difference in amounts of prescribed and elective work.

All four of these institutions have all of the work of the first two years prescribed. The Drexel Institute has three years of required work.

Colorado Agricultural College allows twenty-four out of 160 credits or about one-seventh of its credits in free electives.

14.- Arts, Literature and Science, Announcement of the University of Chicago, Vol. XXXIII, No. 8 (March 25, 1933) For the session of 1933-34, p. 34.

The University of Chicago bases its requirements for the B. S. degree upon the number of courses taken, and the passing of examinations indicating certain educational attainments. The students program is arranged in "light of his ability, needs, aims, and interests. The normal program for the first year is two general courses and two sequence courses; for the second year, two general and two sequence courses." 14 The only definite requirement for the applied art major is three courses in art.

On the satisfactory completion of the work in the College, the student enters the Department of Home Economics and Household Administration. Here she is required to take twelve courses, six of which are open for free electives. In the remaining four institutions - Colorado Agricultural College, The Brexel Institute, Iowa State College, and the University of Wisconsin - there is considerable difference in amounts of prescribed and elective work. All four of these institutions have all of the work of the first two years prescribed. The Brexel Institute has three years of required work. Colorado Agricultural College allows twenty-four out of 120 credits or about one-seventh of its credits in free electives.

14. Arts, Literature and Science, Announcement of the University of Chicago, Vol. XXXIII, No. 8 (March 23, 1933) for the session of 1933-34, p. 24.

The Drexel Institute allows only three credits out of 209 for free elective in the Applied Art program.

Iowa State College allows twenty-two out of 192 or about one-ninth of its program for free elective.

As in the Textile and Clothing major, the University of Wisconsin allows the greatest latitude in program. Here thirty-five of the 120 credits or nearly one third of the work is open for free electives.

Table XXIV lists the amount of time allowed for electives in each of these programs.

The Brexel Institute allows only three credits out of 300 for free elective in the Applied Art program.

Iowa State College allows twenty-two out of 182 or about one-ninth of its program for free elective.

As in the Textile and Clothing major, the University of Wisconsin allows the greatest latitude in program. Here thirty-five of the 180 credits or nearly one third of the work is open for free electives.

Table XXIV lists the amount of time allowed for electives in each of these programs.

TABLE XXIV.- Amount of Time Allowed for Free Electives in
Distribution of Applied Art Major

School	Second Year	Third Year	Fourth Year	Total Credits for graduation
Colorado Agricultural College	0	---24 Credits--		160
Drexel Institute	0	0	3	209
Iowa State College	0	10	12	192
University of Wisconsin		----- 35 Credits -----		120
University of Chicago	Individual Inc. 6/12 courses Program for free electives			

There is a marked drop in amount of prescribed work of an academic nature in the fourth year.

Practically all of the science is required in the first two years, altho Colorado Agricultural College, and The Drexel Institute require a little work in science in both the third and fourth years. The University of Wisconsin requires no science in the third or fourth years, and Iowa State College none in the fourth year.

The amount of technical work required increases in the upper years. This varies from sixteen credits out of thirty at Wisconsin to forty-six out of fifty-three at the Drexel Institute.

The total distribution of these groups shows the following facts:

- 1.- Colorado Agricultural College divides its required work about evenly between the three groups, academic,

TABLE XXIV. - Amount of Time Allowed for Free Electives in Applied Art Major

School	Second Year	Third Year	Fourth Year	Total Credits for graduation
Colorado Agricultural College	0	---	24 Credits--	160
Prexel Institute	0	0	3	209
Iowa State College	0	10	18	192
University of Wisconsin	-----	35 Credits	-----	180
University of Chicago	Program	Individual Inc. 8/18 courses	for free electives	

Distribution of Time in Academic, Scientific, and
Technical Courses

The classification of courses into groups of academic, scientific, and technical courses for the four institutions- Colorado Agricultural College, The Drexel Institute, Iowa State College and the University of Wisconsin is shown in Table XXV.

As in previous studies, this classification shows the greatest amount of prescribed work in the first two years- and most of the elective work in the third and fourth years.

There is a marked drop in amount of prescribed work of an academic nature in the fourth year.

Practically all of the science is required in the first two years, altho Colorado Agricultural College, and The Drexel Institute require a little work in science in both the third and fourth years. The University of Wisconsin requires no science in the third or fourth years, and Iowa State College none in the fourth year.

The amount of technical work required increases in the upper years. This varies from sixteen credits out of thirty at Wisconsin to forty-six out of fifty-three at the Drexel Institute.

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- 1.- Colorado Agricultural College divides its required work about evenly between the three groups, academic,

Distribution of Time in Academic, Scientific, and
Technical Courses

The classification of courses into groups of academic, scientific, and technical courses for the four institutions - Colorado Agricultural College, The Gravel Institute, Iowa State College and the University of Wisconsin is shown in Table XXV.

As in previous studies, this classification shows the greatest amount of prescribed work in the first two years and most of the elective work in the third and fourth years. There is a marked drop in amount of prescribed work of an academic nature in the fourth year.

Practically all of the science is required in the first two years, also Colorado Agricultural College, and The Gravel Institute require a little work in science in both the third and fourth years. The University of Wisconsin requires no science in the third or fourth years, and Iowa State College none in the fourth year.

The amount of technical work required increases in the upper years. This varies from sixteen credits out of thirty at Wisconsin to forty-six out of fifty-three at the Gravel Institute.

The total distribution of these groups shows the following

facts:

1. - Colorado Agricultural College divides its required work about evenly between the three groups, academic,

scientific, and technical. There is slightly less work in science than in the other two groups.

- 2.- The Drexel Institute has practically all prescribed work- having only three out of 209 credits open for free electives.

Drexel requires practically as much academic work as technical- and about half as much work in science as in the academic work.

3. 3.- Iowa State College requires much more work in the technical field than in either of the other two. In fact the amount of time spent in academic work and in science together is only ten points greater than that for the technical work alone.

- 4.- The University of Wisconsin requires comparatively little academic work. English Composition, General Chemistry, the second year of a foreign language or an elective- all in the freshman year- are the only definite academic requirements. Twice as much time is required in science- and three times as much in technical work as is prescribed in academic work. However, from thirty-two to thirty-five credits are allowed for free electives which may be placed in any one of these groups.

The total distribution of time in academic, scientific, and technical courses, together with amount of free electives, is shown in Table XXVI.

scientific, and technical. There is slightly less work in science than in the other two groups.

3.- The Graxel Institute has practically all prescribed work--having only three out of 300 credits open for free electives.

Graxel requires practically as much academic work as technical--and about half as much work in science as in the academic work.

3.2.- Iowa State College requires much more work in the technical field than in either of the other two. In fact the amount of time spent in academic work and in science together is only ten points greater than that for the technical work alone.

4.- The University of Wisconsin requires comparatively little academic work. English Composition, General Chemistry, the second year of a foreign language or an elective--all in the freshman year--are the only definite academic requirements. Twice as much time is required in science--and three times as much in technical work as is prescribed in academic work. However, from thirty-two to thirty-five credits are allowed for free electives which may be placed in any one of these groups.

The total distribution of time in academic, scientific, and technical courses, together with amount of free electives, is shown in Table XXVI.

TABLE XXV.- Distribution of Time in Academic, Scientific, Technical and Courses in Applied Art Major.

Colorado Agricultural College					
Year	Academic	Scientific	Technical	Free Elective	Total
I.	17	15	8	0 0	40 48
II.	14	19	7	0 0	40 48
III.	14	5	10) (6	24	48
IV.	3	1	17()	10-12	80 49-51 191-193
Minimum Requirement for Degree					160 192

The Drexel Institute					
Year	Academic	Scientific	Technical	Free Elective	Total Credits
I.	12	21	7 14	0 0	47 31
II.	31	11	5 12	0 9	54 31
III.	34	8	19 10	3 12	55 31
IV.	0 0	4	16 49	0 14	53 30 123
Minimum Requirement for Degree					209 120

TABLE XXV. - Distribution of Time in Academic, Scientific, Technical and Courses in Applied Art Major.

Year	Academic	Scientific	Technical	Free Elective	Total
I.	17	18	8	0	40
II.	14	18	7	0	40
III.	14	8	10	24	
IV.	3	1	17		80
Minimum Requirement for Degree					160

The Prexel Institute

Year	Academic	Scientific	Technical	Free Elective	Total Credits
I.	18	21	14	0	47
II.	31	11	12	0	54
III.	24	8	10	3	55
IV.	0	4	49	0	53
Minimum Requirement for Degree					209

TABLE XXV (Continued) Distribution of Time in Academic, Scientific, Technical and Free Elective Courses in Applied Art Major

Iowa State College					
Year	Academic	Scientific	Technical	Free Electives	Total
I.	16	15	15	0	46
II.	14	11	23	0	48
III.	15	10	13	10	48
IV.	9	0	29	10-12	49-51
Minimum Requirement for Degree					192

University of Wisconsin					
Year	Academic	Scientific	Technical	Free Electives	Total
I.	14	10	7	0	31
II.	0	17	5	9	31
III.	0	0	19	12	31
IV.	0	0	16	14	30
Minimum Requirement for Degree					120

TABLE XXV (Continued) Distribution of Time in Academic, Scientific, Technical and Free Elective Courses in Applied Art Major

Iowa State College					
Year	Academic	Scientific	Technical	Free Electives	Total
I.	16	15	15	0	46
II.	14	11	23	0	48
III.	15	10	13	10	48
IV.	9	0	29	10-12	49-51 191-193
Minimum Requirement for Degree					192

University of Wisconsin

Year	Academic	Scientific	Technical	Free Electives	Total
I.	14	10	7	0	31
II.	0	14	5	9	31
III.	0	0	19	12	31
IV.	0	0	16	14	30 123
Minimum Requirement for Degree					120

TABLE XXVI.- Total Distribution of Time in Academic, Scientific Technical and Free Elective Courses in Applied Art Major

School	Academic	Scientific	Technical	Free Electives	Total Credits
Colorado Agricultural College	48	40	48	24	160
The Drexel Institute	77	44	85	3	209
Iowa State College	54	36	80	22	192
University of Wisconsin	14	27	47	32-35	120

TABLE XXVI. - Total Distribution of Time in Academic, Scientific, Technical and Free Elective Courses in Applied Art Major

School	Academic	Scientific	Technical	Free Electives	Total Credits
Colorado Agricultural College	48	40	48	24	160
The Drexel Institute	77	44	88	3	209
Iowa State College	84	36	80	22	192
University of Wisconsin	14	27	47	32-38	180

Required Courses in Technical Work in the Applied Art Major

The fact that the University of Chicago has very little prescribed work has already been pointed out. Two courses- Historical Introduction to Art, and Practical Introduction to Art are required in the first two years of these students planning to specialize in applied art.

Five courses dealing with nutrition, problems of the family, child care and training, textiles,- and interior decoration are required of all home economic students in the third and fourth years.

Aside from these seven courses no requirements are stated, each program being made out in consideration of the individuals needs, interests and aims.

These requirements are listed in Table XXVII

The remaining four institutions- Colorado Agricultural College, The Drexel Institute, Iowa State College and the University of Wisconsin- begin their work with a study of principles of design and color in the first year.

Three of them, Colorado, Drexel and Iowa- have a course in textiles in the first year- Wisconsin gives textiles in the second year.

Colorado Agricultural College, The Drexel Institute, and Iowa State College require at least one course each in nutrition. The Drexel Institute has two- one in the first and one in the third year. Colorado Agricultural College and Iowa

Required Courses in Technical Work in the Applied Art Major

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Colorado Agricultural College, The Graxel Institute, and Iowa State College require at least one course each in nutrition. The Graxel Institute has two- one in the first and one in the third year. Colorado Agricultural College and Iowa

State College, place theirs in the third year. The University of Chicago also requires a course in nutrition in the third or fourth year.

There is considerable range of subject matter in the required courses for the fourth year.

Three institutions- Colorado Agricultural College, The Drexel Institute and Iowa State College- require residence in a home management house in a part of the fourth year.

Three institutions- Colorado Agricultural College, The Drexel Institute, Iowa State College- require interior decoration in the fourth year. The University of Wisconsin requires it in the third year. The University of Chicago does not specify which year it should be taken.

The technical courses which are required in the Applied Art Majors are listed according to the year in which they are given in Table XXVII.

State College, these three in the third year. The University
of Chicago also requires a course in statistics in the third
or fourth year.
There is considerable range of subject matter in the
required courses for the fourth year.
Three institutions - Colorado Agricultural College, The
Rocky Mountain College and Iowa State College - require residence in
a home management house in a part of the fourth year.
Three institutions - Colorado Agricultural College, Iowa
State College, Iowa State College - require instruction
in the fourth year. The University of Wisconsin
requires in the third year. The University of Chicago does
not require which year is shown in Table A.
The required courses which are required in the fourth
year are listed and given in the year in which they are
given in Table A.

TABLE XXVII.- Required Courses in Technical Work in the Applied Art Major

Year	Colorado Agricultural College	Cr.	The Drexel Institute	Cr.	Iowa State College	Cr.	University of Chicago	Cr.	University of Wisconsin	Cr.
I.	Color Essentials	2	Textiles	3	Elementary Design	2	Historical Introduction to Art		Introduction to H. Ec. Art & Design	1
	Textiles & Clothing Construction	2	H. Ec. Orientation	2	Design Problems	3	Practical Introduction to Art			3
	Applied Design	2	Art Appreciation	3	Textiles-selection	3			Introduction to Food Study	3
	Hygiene & Home Care of Sick	2	Clothing Problems	3	Household Equipment	3				
			(Selection & Construction)		Food Preparation	4				
			Elementary Nutrition	3						
II.	Food Preparation	4	Food Preparation	3	Food Preparation	4			Introduction to Textile Study	2
	Costume Design & Const.	3	Food Preparation	3	Drawing & Comp.	2			Textiles	3
			Costume Design	3	Costume Design	3				
			Clothing Economics	3	Drawing & Comp.	2				
					House Planning	2				
					Planning House	2				
					Landscaped	2				
					Drawing & Comp.	3				
					Int. House Design					
					Clothing- Patterns & Construction	3				
III.	Nutrition	3	Food Economics	3	Graft Design	2	Fundamentals of Nutrition		House Architecture	3
	Dietary Studies	2	Problems in Food Administration	4	Drawing & Comp.	2	Economic Problems of the Family or Household		Costume Appreciation and Selection	2
	Textiles	2	Family Nutrition	3	Commercial Design	2	Organization		Hand loom Weaving	1
	Investigations in Cookery	3			Nutrition & Dietetics	4	Child Care		House Decoration	4
					Child Care & Training	3			Adv. Applied Design	3
IV.	Home Management	3	Household Economics	4	Art Appreciation	3	or		Household Administration	4
	Clothing Economics	3	(Housing, operating)		Meal Planning	3	Child Development and Training		Home Economics Elective	2
	Child Development and Care	2	Home Administration (Practice House)	3	Textile Design	3	Textiles		Humanics	4
	Domestic Architecture & Interior Decoration	5	House Decoration	3	Art Appreciation	2	Interior Decoration		Elective (Home Economics)	2
	Home Practice	2	Dress Design	3	Household Management	3			Free hand Drawing	6
	Child Dev. & Training	2	(Draping & Model.)		Household Management (Residence)	4			Advanced Foods or Clothing	4
	Advanced Applied Design	2	History of Costume	3	Historic Textiles	2				
	History of Art	2	Textile Design	3	Interior House Design	3				
	Freehand Drawing	2	Decorative Comp.	3	Home Made Pottery	2				
			Interior Decoration	3	Art Appreciation	2				
			Mechanical Drawing	3	Textile Design					
			Pattern Study	6						
			Dress Decoration	3						
			Field Experience	9						
			History of Art	3						
Total		48		85		80				47

TABLE XVII. - Required Courses in Technical Work in the Applied Art Major

Year	Colorado Agricultural College	Cr.	The Drexel Institute	Cr.	Low State College
I.	Color Essentials Textiles & Clothing Construction Applied Design Hygiene & Home Care of Sick	2	Textiles H. Ec. Orientation Art Appreciation Clothing Problems (Selections Construction) Elementary Nutrition	2	Elementary D Design Probl Textiles-ec Household D Food Prepara
II.	Food Preparation Costume Design & Const. Costume Design Clothing Economics	4 2	Food Preparation Food Preparation Costume Design Clothing Economics	2 2 2 2	Food Prepara Drawing & Co Costume Desi Drawing & Co House Furni Furnishings Landscape Drawing & Co Int. House D Child & Pa A General
III.	Nutrition Dietary Studies Textiles Investigations in Cookery	2 2 2 2	Food Economics Problems in Food Administration Family Nutrition	2 2 4 2	Graphic Design Drawing & Co Commercial D Nutrition & Child Care
IV.	Home Management Clothing Economics Child Development and Care Domestic Architecture & Interior Decoration Home Practice Child Dev. & Training Advanced Applied Design History of Art Freehand Drawing	2 2 2 2 2 2 2 2 2 2	Household Economics (Housing, operating) Home Administration (Practice House) House Decoration Dress Design (Draping & Model) History of Costume Textile Design Decorative Comp. Interior Decoration Mechanical Drawing Pattern Study Dress Decoration Field Experience History of Art	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	Art Apprecia Meal Planning Textile Desi Art Apprecia Household Ma Household Ma (Residence) Historic Int Interior Desi Home Made Po Art Apprecia Textile Desi
Total		48		88	

Grouping the courses according to content into Art Courses, Clothing, Food, Household Management, and Family relations, shows twenty different courses in art principles and applied art, offered by the five institutions.

House Planning and Interior Decoration is the only course required by all of the institutions.

Applied Design, Free hand Drawing and History of Art, are required by three of the five schools studied.

Eleven of the twenty courses are required by a single institution each.

There are nine courses relating to clothing which are required by these five institutions.

Textiles is required by all of the institutions.

Clothing Construction is required by three- Colorado Agricultural College, The Drexel Institute, and Iowa State College.

There are five of the nine courses which are required by only one of the institutions.

Foods preparation is required by all but the University of Chicago, and Nutrition and Dietetics by all but the University of Wisconsin.

There are four courses in foods- food economics, food administration, meal planning, and investigations in cookery, which are required by a single institution.

Grouping the courses according to content into Art Courses, Clothing, Food, Household Management, and Family Relations, shows twenty different courses in art principles and applied art, offered by the five institutions. House Planning and Interior Decoration is the only course required by all of the institutions. Applied Design, Free Hand Drawing and History of Art, are required by three of the five schools studied. Eleven of the twenty courses are required by a single institution each. There are nine courses relating to clothing which are required by these five institutions. Textiles is required by all of the institutions. Clothing Construction is required by three - Colorado Agricultural College, The Drexel Institute, and Iowa State College. There are five of the nine courses which are required by only one of the institutions. Foods preparation is required by all but the University of Chicago, and Nutrition and Dietetics by all but the University of Wisconsin. There are four courses in foods - food economics, food administration, meal planning, and investigations in cookery, which are required by a single institution.

In the Household Management group there are five courses offered. Home Practice is required by three of the institutions- Colorado Agricultural College, The Drexel Institute, and Iowa State College.

Three institutions- Colorado Agricultural College, Iowa State College, and the University of Chicago require at least one course in child care and training. Colorado Agricultural College and the University of Chicago require two. The University of Wisconsin requires a course entitled Humanics- which includes family relations and child training.

Considering this study from the stand point of numbers of courses required in each of the different fields we find that Iowa State College requires nineteen term courses in the field of design and applied art- three courses in clothing, four in foods, three in household management, and one in child care and training.

The Drexel Institute requires nine courses in art, seven in clothing, six in foods, two in home management, and none in family relations or child care.

Colorado Agricultural College requires six courses in art, four in clothing, three in foods, two in home management, and three in family relations.

The University of Wisconsin requires six courses in art, three in clothing and one each in foods, household management, and family relations.

In the Household Management Group there are five courses offered. Home Practice is required by three of the institutions - Colorado Agricultural College, The Brexel Institute, and Iowa State College.

Three institutions - Colorado Agricultural College, Iowa State College, and the University of Chicago require at least one course in child care and training. Colorado Agricultural College and the University of Chicago require two. The

University of Wisconsin requires a course entitled Humanics- which includes family relations and child training.

Considering this study from the stand point of numbers of courses required in each of the different fields we find that Iowa State College requires nineteen term courses in the field of design and applied art - three courses in clothing, four in foods, three in household management, and one in child care and training.

The Brexel Institute requires nine courses in art, seven in clothing, six in foods, two in home management, and none in family relations or child care.

Colorado Agricultural College requires six courses in art, four in clothing, three in foods, two in home management, and three in family relations.

The University of Wisconsin requires six courses in art, three in clothing and one each in foods, household management, and family relations.

The University of Chicago requires three courses in art, one each in clothing, foods, and household management, and three in family relations and child training.

Tables XXVIII-A, XXVIII-B, and XXVIII-C, list the technical courses required in the applied art majors.

2.- Applied Design	1	2			
3.- Advanced Applied Design	1	2			1
4.- Color Essentials	1				
5.- Free Hand Drawing	1	1	4		1
6.- Mechanical Drawing		1			
7.- Decorative Composition		1			
8.- Craft Design			2		
9.- Commercial Design			1		
10.- Costume Design		1	1		
11.- History of Art	1	1		1	
12.- Practical Introduction to Art				1	
13.- Art Appreciation			3		
14.- History of Costume		1			
15.- House Planning			1		1
16.- Domestic Architecture and Interior Decoration	1	2	2	2	1
17.- Planning Home Landscapes			1		
18.- Home made Pottery			1		
19.- Hand Loom Weaving					1
20.- Textile Design		1	2	2	2

The University of Chicago requires three courses in art,
one each in clothing, foods, and household management, and
three in family relations and child training.
Tables XXVIII-A, XXVIII-B, and XXVIII-C, list the
technical courses required in the applied art majors.

TABLE XXVIII-A. Number of Courses in Art Required in the Applied Art Major

Course	Colorado Agri. College	The Drexel Inst.	Iowa State College	U. of Chi- cago	U. of Wiscon- sin
<u>Art- Principles and Applied</u>					
1.- Principles of Design		1			1
2.- Applied Design	1		2		1
3.- Advanced Applied Design	1	1	1		1
4.- Color Essentials	1	1			
5.- Free Hand Drawing	1	1	4		1
6.- Mechanical Drawing		1			
7.- Decorative Composition		1			
8.- Craft Design	1	1	1	1	2
9.- Commercial Design			1		
10.- Costume Design	1	1	1		
11.- History of Art	1 (4)	1 (7)		1 (1)	
12.- Practical Introduction to Art				1	(3)
13.- Art Appreciation	1	2	3		1
14.- History of Costume		1			
15.- House Planning			1		1
16.- Domestic Architecture and Interior Decoration	1	2	2	1	1
17.- Planning Home Landscapes	1	2	1	1	
18.- Home made Pottery	1 (3)	1 (6)	1 (4)		(1)
19.- Hand Loom Weaving					1
20.- Textile Design	(6)	1 (9)	2 (19)	0 (3)	0 (6)

TABLE XXVIII-A. Number of Courses in Art Required in the Applied Art Major

Course	College					U. of U. of				
	Colorado	The	Low	U. of U. of	Wiscon-	Wiscon-	Wiscon-	Wiscon-	Wiscon-	Wiscon-
	College	Inst.	State	College	College	College	College	College	College	College
Art- Principles and Applied										
1.- Principles of Design	1									
2.- Applied Design	1		2							
3.- Advanced Applied Design	1									
4.- Color Essentials	1									
5.- Free Hand Drawing	1	1	4							
6.- Mechanical Drawing		1								
7.- Decorative Composition		1								
8.- Craft Design			1							
9.- Commercial Design			1							
10.- Costume Design		1	1							
11.- History of Art	1	1								
12.- Practical Introduction to Art										
13.- Art Appreciation			3							
14.- History of Costume		1								
15.- House Planning			1							
16.- Domestic Architecture and Interior Decoration	1	2	2							
17.- Planning Home Landscapes			1							
18.- Home made Pottery			1							
19.- Hand Loom Weaving										
20.- Textile Design	(e)	1	2							
	(e)	(e)	(1e)							
			(3)							
			(e)							

TABLE XXVIII-B. Number of Courses in Clothing and in Foods
Required in Applied Art Major.

Courses	Colorado Agri. College	The Drexel Inst.	Iowa State College	U.of Chi- cago	U. of Wiscon- sin.
<u>Clothing</u>					
1.- Costume Appre- ciation and Se- lection	1		1		1
2.- Costume Design and Construct- ion	1	1	1		
3.- Dress Design		1			1
4.- Pattern Study	(2)	1	(2)	(3)	(1) (1)
5.- Textiles and Clothing Con- struction	1	1		1	2
6.- Textiles	1	1	1	1	2
7.- Historic Textiles			1		1
8.- Clothing Economics	1 (3)	1	(1)	(3)	(1)
9.- Dress Decoration	(4)	1 (7)	(3)	(1)	(3)
<u>Foods</u>					
1.- Food Preparation	1	2	2		1
2.- Food Economics		1			
3.- Meal Planning			1		
4.- Problems in Food Administration		1			
5.- Nutrition and Dietetics	1	2	1	1	
6.- Investigations in Cookery	1 (3)	(6)	(4)	(1)	(1)

TABLE XXVII-B. Number of Courses in Clothing and in Foods
Required in Applied Art Major.

Courses	Colorado Agri. College	The Drexel Inst.	Iowa State College	U. of Chi. College	U. of Wiscon- sin.	Clothing
1.- Costume Appre- ciation and Se- lection					1	
2.- Costume Design and Construct- ion	1	1	1			
3.- Dress Design		1				
4.- Pattern Study		1				
5.- Textiles and Clothing Con- struction	1	1				
6.- Textiles	1	1	1	1	2	
7.- Historic Textiles			1			
8.- Clothing Economics	1	1				
9.- Dress Decoration	(4)	(7)	(3)	(1)	(3)	
1.- Food Preparation	1	2	2		1	
2.- Food Economics		1				
3.- Meal Planning			1			
4.- Problems in Food Administration		1				
5.- Nutrition and Dietetics	1	2	1	1		
6.- Investigations in Cookery	(3)	(6)	(4)	(1)	(1)	

TABLE XXVIII-C. Number of Courses in Home Management and in Family Relations Required in Applied Art Major.

Courses	Colorado Agri. College	The Drexel Inst.	Iowa State College	U. of Chicago	U. of Wisconsin
<u>Home Management</u>					
1.- Home Management	1		1		1
2.- Home Practice	1	1	1		
3.- Household Economics		1			
4.- Household Equipment			1		
5.- Household Organization	(2)	(2)	(3)	1	(1)
<u>Family Relations</u>					
1.- Hygiene and Home Care of Sick	1				
2.- Child Care and Training	2		1	2	
3.- Economic Problems of the Family				1	
4.- Family Relations and Child Care	(3)		(1)	(3)	1 (1)

in applied art brings out the following facts:

The type of work for which these curricula train is, in general, the same according to the bulletins, there is little uniformity in the preparation.

The amount of time allowed for free electives ranges from three credits out (2) 202 (3) Drexel (1) (1)

thirty-two to thirty-five out of 100 (University of Wisconsin.)

Distribution of time into academic, scientific, and technical work varies. Colorado Agricultural College gives about evenly between the three groups. The Drexel Institute gives about as much credit to academic as to technical work, and only about half as much to science. Iowa State College requires nearly as much time in technical work as in academic work and in science together. The University of Wisconsin requires much more time in technical work than in either the academic courses or in science. Three times as much work is required in technical work as in academic, and nearly twice as much as in science.

The University of Chicago has very little required

TABLE XXVIII-C. Number of Courses in Home Management and in Family Relations Required in Applied Art Major.

Courses	Colorado College	The Colorado College Inst.	Iowa State College	U. of Wisconsin	U. of Wisconsin
Home Management					
1.- Home Management	1		1		1
2.- Home Practice	1	1	1		
3.- Household Economics		1			
4.- Household Equipment			1		
5.- Household Organization	(2)	(2)	(3)	(1)	(1)
Family Relations					
1.- Hygiene and Home Care of Sick	1				
2.- Child Care and Training	2		1	2	
3.- Economic Problems of the Family				1	
4.- Family Relations and Child Care	(3)		(1)	(3)	(1)

Summary

The detailed study of the five curricula offering a major in applied art brings out the following facts:

- 1.- Altho the type of work for which these curricula train is, in general, the same according to the bulletins, there is little uniformity in the preparation.
- 2.- The amount of time allowed for free electives ranges from three credits out of 209 (The Drexel Institute) to thirty-two to thirty-five out of 120 (University of Wisconsin.)
- 3.- Distribution of time into academic, scientific, and technical work varies. Colorado Agricultural College divides its time about evenly between the three groups. The Drexel Institute gives about as much credit to academic as to technical work, and only about half as much to science. Iowa State College requires nearly as much time in technical work as in academic work and in science together. The University of Wisconsin requires much more time in technical work than in either the academic courses or in science. Three times as much work is required in technical work as in academic, and nearly twice as much as in science. The University of Chicago has very little required

SUMMARY

The detailed study of the five curricula offering a major in applied art brings out the following facts:

1.- Altho the type of work for which these curricula train is, in general, the same according to the bulletins, there is little uniformity in the preparation.

2.- The amount of time allowed for free electives ranges from three credits out of 309 (The Praxel Institute) to thirty-five out of 120 (University of Wisconsin).

3.- Distribution of time into academic, scientific, and technical work varies. Colorado Agricultural College divides its time about evenly between the three groups. The Praxel Institute gives about as much credit to academic as to technical work, and only about half as much to science. Iowa State College requires nearly as much time in technical work as in academic work and in science together. The University of Wisconsin requires much more time in technical work than in either the academic courses or in science. Three times as much work is required in technical work as in academic, and nearly twice as much as in science.

The University of Chicago has very little required

work- each program being worked out as a separate unit. Five courses in home economics and two in art are all the stated requirements for the applied art major.

- 4.- The study of the required courses in technical work for the applied art major- again brings out a wide range of material, and considerable difference in emphasis.

Colorado Agricultural College gives the most general course with slightly more work in art than in the other fields of home economics. Of the eighteen technical courses which are required only six are in the field of design and applied art.

The Drexel Institute gives almost the same emphasis to clothing as to art- requiring nine courses in art and seven in clothing out of the twenty-four technical courses.

Iowa State College places most of its required work in the field of art. Of thirty required courses, nineteen are in the field of applied design, three in clothing, four in foods, three in home management, and one in child care and training.

The University of Chicago requires three courses in art, and three in family relations, and one each in clothing, food, and home management.

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The University of Wisconsin required half of its technical courses in the field of art. There are six in design, three in clothing, and one each in foods, household management, and family relations.

5.- Examination of titles of the courses in design and applied art shows a wide range of material for applied art.

The fact has already been pointed out that there are eleven courses out of nineteen, each one of which is required by only one institution.

The Drexel Institute and Iowa State College have several courses in design. Drexel has courses entitled Decorative Composition, Costume Design and Textile Design. The courses at Iowa State College are Craft Design, Commercial Design, Textile Design- and Planning Home Landscapes.

The art courses of the other three institutions- Colorado Agricultural College, The University of Chicago, and the University of Wisconsin follow along general lines of principles of design and color, applied design in costume and interior decoration.

Only two institutions require courses in craft work- Iowa State College has one course in craft design and one in Home Made Pottery. The University of Wisconsin requires a course in handloom weaving.

The University of Wisconsin required half of its technical courses in the field of art. There are six in design, three in clothing, and one each in foods, household management, and family relations.

5.- Examination of titles of the courses in design and

applied art shows a wide range of material for

applied art.

The fact has already been pointed out that there are

eleven courses out of nineteen, each one of which is

required by only one institution.

The Brexel Institute and Iowa State College have

several courses in design. Brexel has courses entitled

ed Decorative Composition, Costume Design and Textile

Design. The courses at Iowa State College are Craft

Design, Commercial Design, Textile Design-- and Plans

ing Home Landscapes.

The art courses of the other three institutions--

Colorado Agricultural College, The University of

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Only two institutions require courses in craft work--

Iowa State College has one course in craft design and

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requires a course in handloom weaving.

CHAPTER VII

SUMMARY OF THE STUDY

The present study of the home economics curricula in nineteen of the leading institutions for higher education in the United States has brought out the following facts:

Requirements for the Degree

- 1.- Seventeen of the institutions grant the baccalaureate degree in science on completion of the home economics program; two, the baccalaureate degree in arts; and one permits a choice of the baccalaureate degree in science or in arts.
- 2.- There is no uniformity in requirements for the degree as they are stated in the bulletins of the institutions. Some of the institutions base their requirements upon the number of courses completed, and others upon certain definitely stated quality requirements as well as quantity requirements. The point evaluation placed upon grades by the various institutions using this system differs. In some cases A is valued at four points, in others at three. In some cases E is given a rating of zero, in others minus one-half or minus one.

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Home Economics Curricula Offered by These Institutions

- 1.- The study shows a wide range of curricula in the home economics field- forty-two different programs being offered by nineteen institutions. The titles of these programs shows various combinations of subject matter. For example, Textiles and Clothing, Textiles and Related Art, Textiles and Chemistry; Foods and Nutrition, Foods and Nutrition and Chemistry; Nutrition, Nutrition and Dietetics. The organization of curricula is made on basis of job analyses. There are programs for Teachers, Research Workers, Textile Merchandising, etc.
- 2.- Every institution states certain definite requirements in general home economics, as well as requirements in the field of specialization. The time for differentiation varies between the end of the first year (five cases) to the end of the second year (nine cases.)
- 3.- Analysis of the sixteen prescribed first year programs shows a wide range of requirements. English is the only academic subject required by all of the institutions. Foreign Language is required by six. Aside from these subjects there is no uniformity in requirements. There are fifteen other subjects prescribed, no one of which is required by more than

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- 3.- Analysis of the sixteen prescribed first year programs shows a wide range of requirements. English is the only academic subject required by all of the institutions. Foreign Language is required by six. Aside from these subjects there is no uniformity in requirements. There are fifteen other subjects prescribed, no one of which is required by more than

four institutions. Chemistry is required by twelve of the sixteen institutions and physics by three institutions with only one requiring a full year of work in physics. Five institutions prescribe biology.

- 4.- There is no uniformity in amount or content of technical courses required in the first year. They range from one course (Alabama College and Simmons College) to eight (University of Tennessee). Nine institutions require a course in related art in the first year. Some require a combination of clothing and related art, others foods and related art and several begin with courses in foods, clothing and related art in the first year.

General Home Economics Curricula

There are six curricula in General Home Economics. These are offered by the following institutions:

- 1.- Colorado Agricultural College
- 2.- Kansas State College
- 3.- University of Illinois
- 4.- University of Minnesota
- 5.- University of Tennessee
- 6.- University of Texas

The analysis of these six curricula in general home economics shows the following facts:

- 1.- That altho every one of the institutions allows opportunity for free electives, the amount of time allowed varies.

four institutions. Chemistry is required by twelve of the sixteen institutions and physics by three institutions with only one requiring a full year of work in physics. Five institutions prescribe biology.

4.- There is no uniformity in amount or content of technical courses required in the first year. They range from one course (Alabama College and Simmons College) to eight (University of Tennessee). Nine institutions require a course in related art in the first year. Some require a combination of clothing and related art, others foods and related art and several begin with courses in foods, clothing and related art in the first year.

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- 1.- Colorado Agricultural College
- 2.- Kansas State College
- 3.- University of Illinois
- 4.- University of Minnesota
- 5.- University of Tennessee
- 6.- University of Texas

The analysis of these six curricula in general home

economics shows the following facts:

- 1.- That although every one of the institutions allows opportunity for free electives, the amount of time allowed varies.

The range is from twenty-three out of 124 credits for Kansas State College to sixty out of 193 at the University of Minnesota. Most of the electives are given in the third and fourth years, altho the University of Illinois allows from two to four hours electives in the second year, and the University of Minnesota allows from one to eleven credits in that year.

- 2.- The classification of prescribed courses into groups of academic, scientific and technical courses shows a marked dissimilarity of emphasis. The University of Minnesota and the University of Tennessee place much more emphasis on technical work than on the academic courses or courses in science, in the required work. The University of Illinois and Kansas State College require less work in science than in academic or technical work. Colorado Agricultural College divides its required work about evenly between the three groups.
- 3.- The general curricula in home economics require at least one course in each of the following subjects; food preparation, textiles, clothing construction, related art, and house planning and furnishing. All but one of these curricula require a course in nutrition and dietetics. Three of the six institu-

The range is from twenty-three out of 124 credits for Kansas State College to sixty out of 124 at the University of Minnesota. Most of the electives are given in the third and fourth years, while the University of Illinois allows from two to four hours electives in the second year, and the University of Minnesota allows from one to eleven credits in that year.

2.- The classification of prescribed courses into groups of academic, scientific and technical courses shows a marked dissimilarity of emphasis. The University of Minnesota and the University of Tennessee place much more emphasis on technical work than on the academic courses or courses in science, in the required work. The University of Illinois and Kansas State College require less work in science than in academic or technical work. Colorado Agricultural College divides its required work about evenly between the three groups.

3.- The general curriculum in home economics requires at least one course in each of the following subjects: food preparation, textiles, clothing construction, related art, and house planning and furnishing. All but one of these curricula require a course in nutrition and dietetics. Three of the six institu-

tions require residence in a home management house.

Curricula with a Major in Textiles and Clothing

Five institutions offer a major in Textiles and Clothing.

These are:

- 1.- Colorado Agricultural College
- 2.- Cornell University
- 3.- Iowa State College
- 4.- University of Minnesota
- 5.- University of Wisconsin

- 1.- Four of the five curricula having a major in textiles and clothing begin with textiles in the first year. All five have a course in related art in the first year.
- 2.- The amount of time given to free electives varies considerably. Iowa State College allows seventeen credits out of 192 for free electives, the University of Wisconsin from thirty-nine to forty-one hours out of 120 required for graduation. Most of these electives come in the third and fourth years.
- 3.- The lowest requirement in academic, scientific and technical courses occurs in the field of science. Two institutions require no science in the third and fourth year, and another none in the fourth year.
- 4.- Study of the titles of courses reveals confusion of terminology and overlapping of subject matter in the different courses. It also shows emphasis upon different aspects of clothing work by the various

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institutions. One, apparently, lays stress upon clothing construction (Cornell), another upon textiles (Iowa State College), and a third upon the economic aspects of selection and production (University of Minnesota.)

5.- Most of the curricula require courses in related art such as applied design, history of costume, and interior decoration.

6.- Textile and clothing majors also require work in foods preparation and nutrition and dietetics, child care and training, and home management.

Three require residence in a home management house.

Curricula with Major in Applied Art

These are offered by the following institutions:

- 1.- Colorado Agricultural College
- 2.- The Drexel Institute
- 3.- Iowa State College
- 4.- University of Chicago
- 5.- University of Wisconsin

1.- As in the study of the curricula for general home economics, and the curricula with a major in textiles and clothing, those with a major in applied art show a wide range of time allowed for free electives. The Drexel Institute allows three credits out of 209, while the University of Wisconsin allows thirty-five out of 120 required for graduation.

2.- Three institutions- The Drexel Institute, Iowa State

institutions. One, apparently, lays stress upon clothing construction (Cornell), another upon textiles (Iowa State College), and a third upon the economic aspects of selection and production (University of Minnesota).

3.- Most of the curricula require courses in related art such as applied design, history of costume, and interior decoration.

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These require residence in a home management house.

Curricula with Major in Applied Art

These are offered by the following institutions:

- 1.- Colorado Agricultural College
- 2.- The Brexel Institute
- 3.- Iowa State College
- 4.- University of Chicago
- 5.- University of Wisconsin

1.- As in the study of the curricula for general home economics, and the curricula with a major in textiles and clothing, those with a major in applied art show a wide range of time allowed for free electives. The Brexel Institute allows three credits out of 209, while the University of Wisconsin allows thirty-five out of 180 required for graduation.

2.- Three institutions - The Brexel Institute, Iowa State

College, and the University of Wisconsin require the greatest amount of time be spent in technical work. The Drexel Institute gives almost as much time to academic work as to technical work.

- 3.- There is a wide range of courses in related art. Five institutions require twenty different courses. Eleven of these twenty courses are required by one institution each.

House planning and interior decoration is the only course which is required by all of the institutions. The number of courses in art varies with the different institutions. The University of Chicago requires three courses in art, Iowa State College nineteen. A course in textiles is required by each institution, and one in food preparation by four out of the five, the fifth requiring a course in nutrition. Residence in a home management house is again required by three of the five institutions having a major in applied art.

Conclusion

This study of the home economics curricula offered by nineteen of the leading institutions for higher education in the United States, shows a wide range of material that is included in home economics curricula. It also reveals a conspicuous lack of

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Conclusion

This study of the home economics curricula offered by nineteen of the leading institutions for higher education in the United States, shows a wide range of material that is included in home economics curricula. It also reveals a conspicuous lack of

uniformity in nomenclature, and in organization of content of the various curricula. Curricula having the same title show marked variation in content and emphasis.

One outstanding point of similarity is the fact that every curriculum includes work in all of the major fields of home economics- foods, clothing, related art, home management and family relations. These courses when not in the major field of specialization are courses conducive to a better understanding of home economics and of general living.

2.- BULLETIN OF GEORGE PEABODY COLLEGE FOR TEACHERS, Vol. XLIII, No. 2, ANNOUNCEMENT OF THE COLLEGE YEAR 1933-1934, Nashville, Tenn. Feb. 1, 1933

3.- IOWA STATE COLLEGE OF AGRICULTURE AND MECHANICAL ARTS, OFFICIAL PUBLICATION, Vol. XXII, No. 34, CATALOGUE NUMBER, ANNOUNCEMENTS 1933-1934, Ames, Iowa, Feb. 22, 1933

4.- KANSAS STATE COLLEGE BULLETIN, Vol. XVII, No. 2, CATALOGUE NUMBER, 1933-1934, Manhattan, Kansas, March 15, 1933.

5.- BULLETIN OF THE CARNEGIE INSTITUTE OF TECHNOLOGY, Series 28, No. 3, MARGARET MURKIN CARNEGIE COLLEGE, 1933-1934, Pittsburgh, Pa., Nov. 1, 1933.

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